DOCUMENT RESUME

ED 180 981 SP 015 310

AUTHOR	Martin, William R.
TITLE	An Annotated Bibliography on Human Relations and Humanistic Education. Bibliographies on Educational Topics No. 12.
INSTITUTION	ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jan 80
NOTE	62p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; Audiovisual Aids; *Humanism; *Humanistic Education; *Human Relations; *Instructional Materials; Instructional Media; *Resource Materials

ABSTRACT

Instructional and resource materials, including films and other audiovisual matter, dealing with human relations and humanistic education are briefly described. Sources for the acquisition of the described material are given, as well as prices for both purchase and rental. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180981

AN ANNOTATED BIBLIOGRAPHY ON HUMAN RELATIONS AND HUMANISTIC EDUCATION

Bibliographies on Educational Topics No. 12

WILLIAM R. MARTIN
George Mason University
Fairfax, Virginia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Published by the
ERIC Clearinghouse on Teacher Education
One Dupont Circle, Suite 616
Washington, DC 20036

January 1980 SP 015 310

SP 015 310

The ERIC Clearinghouse on Teacher Education is funded by the National Institute of Education. The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to a referee for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Clearinghouse or the National Institute of Education.

This publication may be ordered from the ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 616, Washington, DC 20036.

CONTENTS

FOREWORD v

INTRODUCTION vii

BIBLIOGRAPHY 1
Books 1
ERIC Documents and Journal Citations 16
ERIC Documents 16
Journal Citations 24
Films 32
Audio and Video Tapes 37
Multimedia Programs 40
Organizations 46
Miscellaneous Resources 52

EDRS ORDER FORM 55

FOREWORD

In a very real sense, "human relations" has been with us since the first two (or more) people moved across the earth; and "humanistic education" began no later than when the first of our forebears aided another in the continuing quest for survival. Modern "human relations" and "humanistic education," however, are in large part creative outgrowths of the human potential movement of the turbulent 1960s.

The Clearinghouse is grateful to William R. Martin for bringing together many of the available resources for these important topics in this selected annotated bibliography, the twelfth in the series of "Bibliographies on Educational Topics" (BETs). Michael J. Butler, Assistant Director of the Clearinghouse, assisted in the collection of citations.

Since almost any item could be "humanistic," depending on its use, this bibliography represents only a sampling of the items available. For example, an ERIC computer search on "humanistic education" and "human relations" listed, since January 1976, some 2,397 documents and journal articles. "Self-concept," a closely related search topic, yielded 5,602 relevant items. Readers would be well advised to explore further the ERIC indexes, Resources in Education (RIE) and Current Index to Journals in Education (CIJE), for follow-up to what is offered here.

Citations with an ED (Educational Document) number are indexed and abstracted in RIE; those documents generally can be obtained in either microfiche or xerographic copy from the ERIC Document Reproduction Service (EDRS). An EDRS order form is provided at the end of this booklet. Citations carrying an EJ (Educational Journal) number are indexed in CIJE, but those articles are not reproduced in any form by ERIC. Readers are referred to the original journals, available in many libraries; or, for those articles coded "UMI," to the University Microfilms reproduction service. The published text and materials also may be consulted in libraries and educational resource centers; they are available from the individual publishers, and not from ERIC.

A major purpose of the bibliography is to identify weaknesses in the knowledge base for teacher education and to serve as a point of departure for further study. The Clearinghouse continually seeks to acquire materials in its scope area of the preparation and continuing development of education personnel. Readers are encouraged to submit documents such as curriculum guides, instructional materials, reports on successful classroom techniques, conference speeches and other kinds of nonjournal material for evaluation and possible inclusion in RIE to: Information Analyst, ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 616, Washington, DC 20036.

Lana Pipes
ERIC Clearinghouse on
Teacher Education

INTRODUCTION

This selected bibliography brings together for professional use a recent portion of the many resources available for teaching and learning in human relations and humanistic education.

Although there are no generally agreed-upon definitions of these terms, a working definition of each is helpful in using the bibliography. "Human relations" refers to human communicative behaviors exhibited in relation to self and others. "Humanistic education" encompasses teaching and learning for developing a full and accurate respect for the basic worth and potential of all human beings (including oneself). It includes human relations and the humanities, for instance, and is not confined to a school or formal educational setting. From the curriculum perspective, humanistic education gives attention to seven basic emphases: communicating, solving problems, learning in groups, developing a positive self-concept, coping with change, clarifying personal values, and living effectively with people with different backgrounds.

The selected annotated bibliography reflects these definitions. Resources are presented in seven categories: books, ERIC documents and journal articles, films, tapes, multimedia programs, organizations, and miscellaneous resources. To attain and hold the attention of readers, each item is listed by title and is annotated. Annotations identify a most likely audience for the item and present what the item is about. Selection of items for inclusion in the bibliography was based on their connection to human relations or an emphasis on humanistic education, their appeal and ease of use, and their quality for increasing the effectiveness of human relations and humanistic education.

It is hoped that users of the bibliography will be stimulated to investigate particular items and to work with those they find helpful. Readers may also gain a greater awareness of the variety and quantity of sources and materials connected with the continuing growth of human relations and humanistic education in K-12 teaching and teacher education. In addition, they may add to their knowledge base on human relations and humanistic education by reading through the annotations. Finally, readers may be encouraged to seek out and add their own "favorite" entries to the representative sample of human relations and humanistic education resources provided here.

William R. Martin
George Mason University
December, 1979

BOOKS

Adventures in the Looking Glass. Sharon Ratliffe and Deldee Herman, 1974. (National Textbook Co., 8259 Niles Center Rd., Skokie, IL 60077) JR. HIGH SCHOOL. -- A beginning text in communication which focuses on self-discovery to help pupils cope with their physical and emotional changes.

Affective Education Guidebook. Bob Eberle and Rosie Hall, 1975. (Dissemination of Knowledge, 71 Radcliffe Rd., Buffalo, NY 14214) ADULT. -- Written by teachers and designed for K-12 teachers and group leaders, the Guidebook includes 128 tested classroom activities, four reference units, and an instructional model which outlines a plan for a complete program in the affective domain.

American Potpourri: Multi-Ethnic Books for Children and Adults. 1976. (Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402) K-12 AND ADULT. -- This pamphlet (#77.01601, S/N 017-080-01676-1) lists and annotates nearly 100 current books about ethnic groups in the United States. Some are bilingual.

Aspects of Ethnicity. Wilma S. Longstreet, 1978. (Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027) ADULT. -- School personnel are subtly influenced, often unconsciously, by undocumented stereotypic beliefs about themselves and others. The author advocates actively studying ethnic differences in classrooms so that teachers can better understand the ethnically induced behaviors of their students and use these differences to strengthen their own instructional skills and materials. She wants to replace stereotypic opinions with generalizations based on careful observations, factual data, and thoughtful analyses. Five aspects of ethnicity--verbal communication, nonverbal communication, orientation modes, social value patterns, and intellectual modes--are discussed in detail.

Beyond Words: Nonverbal Communication in the Classroom. James Thompson, 1973. (Scholastic Book Services, 906 Sylvan Ave., Englewood Cliffs, NJ 07632) ADULT. -- Deals, in practical terms, with the various dimensions of nonverbal behavior in the classroom. Helps a teacher understand and teach nonverbal language.

The Centering Book: Awareness Activities for Children, Parents, and Teachers. Gay Hendricks, 1975. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- Offers teachers practical, easy-to-implement techniques for teaching the whole child--the creative and imaginative as well as the cognitive and rational. The authors explain how stimulating the right side of the brain will lead to children more aware of their dreams, their bodies, their creativity, and their minds.

Classroom Ideas for Encouraging Thinking and Feeling. Frank Williams, ed., 1970. (Dissemination of Knowledge, 71 Radcliffe Rd., Buffalo, NY 14214) K-6. -- A collection of over 140 specific ideas for lessons in language arts, social studies, science, music, and art. The ideas are based on inquiry, discovery, and creative problem solving. They permit pupils to do their own thinking and respond with their own feelings.

Cultural Pluralism. Edgar Epps, 1974. (McCutchan Publishing Co., 2526 Grove St., Berkeley, CA 94704) ADULT. -- The proper role of the schools in the socialization of Afro-American, Mexican-American, Native American, Asian-American, European-American, and mainland Puerto Rican children is the concern of contributers who raise questions about the implicit racism of a melting pot philosophy that assumes Anglo-American cultural superiority. The authors consider proposals such as racial and social class integration of students in monocultural schools, the integration of students in pluralistic schools, the decentralization of large school systems and increased control by the local community, and curricular reforms that would take into consideration the unique learning styles of culturally different children.

The Culture of the School and the Problem of Change. Seymour Sarason, 1971. (Allyn & Bacon Inc., College Division, Rockleigh, NJ 07647) ADULT. -- Sarason chooses to examine the school culture through the helping relationships. The recurring theme here is: the more things change, the more they remain the same. The book is devoted in part to trying to explain why this is so. Early chapters discuss the difficulty in comprehending the distinguishing characteristics of schools in regard to how they change. An ecological way of describing schools, with an emphasis on the importance of viewing the school culture without preconceptions and implicit values, is presented. A discussion of the problems of teachers and principals and their expected roles is illustrated through a description of the Dewey School at the University of Chicago. The author uses real events and situations to illustrate ideas and concepts.

Curriculum Guidelines for Multiethnic Education. James Banks et al., 1976. (National Council for the Social Studies, 3615 Wisconsin Ave., NW, Washington, DC 20016) ADULT. -- A useful departure point for conceptualizing a multiethnic education program. Twenty-three guidelines link the school and society in an ideology that recognizes, respects, and promotes ethnic diversity. A 110-item checklist is included as a practical guide for assessing the extent to which school programs include essential multiethnic components.

Education and Ecstasy. George Leonard, 1969. (Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, 245 E. 47th St., New York, NY 10017) ADULT. -- This book is meant to lift your spirits, start you dreaming, project you into visionary thinking about how education could be. You may not get any techniques to use right away, but you'll be excited and challenged by Leonard's ideas.

Eggs and Peanut Butter: A Teacher's Scrapbook. David Weitzman, 1975. (Word Wheel Books Inc., 707 Urban Lane, Palo Alto, CA 94301) ADULT. -- Shows the teacher how to prepare children for a world in which the only constant is change. This book delivers media and future-oriented methods, techniques, learning and teaching models, educational experiences, processes, involvement activities, and selected readings.

Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography. Maxine Dunfee, ed., 1974. (Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314) ADULT. -- Noted educators list and comment on basic resources that will aid school people to deepen and broaden their appreciation for the richness and diversity of the various American cultural groups.

Feeling, Valuing, and the Art of Growing. Louise Berman and Jessie Roderick, eds., 1977. (Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314) ADULT. -- Authors representing a variety of disciplines contribute their insights into how the affective domain can help to free and extend the curriculum in order to develop individuals who value and reach toward worthwhile responsibilities and commitments.

Feminist Resources For Schools and Colleges. 1977. (The Feminist Press, Box 334-R, Old Westbury, NY 11568) ADULT. -- Includes more than 500 sources of the best recent nonsexist materials. Contains bibliographic listings and multimedia sources for records, tapes, films, slideshows, and games.

The Four Faces of Teaching: The Role of the Teacher in Humanizing Education. Dorothy Seaberg, 1974. (Goodyear Publishing Co., Inc., Salt Lake City, UT 84118) ADULT. -- With the acknowledgment that there are observable teacher behaviors, this book takes an open-ended approach to defining them. It provides a model for analyzing four major role-functions and the behaviors involved. Humanistic psychology is the basis for validation. Annotated bibliographies at the end of chapters contribute further to an understanding of the role of the teacher in humanizing education.

Freedom To Learn: A View of What Eduction Might Become. Carl Rogers, 1969. (Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, OH 43216) ADULT. -- This excellent work explains in considerable detail how and why classrooms should be organized to free students to learn.

Future File. Paul Dickson, 1979. (Avon Books, 959 Eighth Ave., New York, NY 10019) ADULT. -- A "guide for people with one foot in the twenty-first century," this is a mini-encyclopedia of the futures movement, with lots of lists and references.

Futurism in Education: Methodologies. Stephan Hencley and James Yates, 1974. (McCutchan Publishing Co., 2526 Grove St., Berkeley,

CA 94704) ADULT. -- One expression of the trend to achieve a more systematic study of the future within the specific context of educational futures and their environments. It brings to educational leaders in a practical manner many of the technological forecasting techniques previously familiar only to science, the military, and industry. The 14 methods and other topics discussed were chosen from among more than 100 that have been described in the available literature. The contributors have made a conscious effort to relate the methods to significant and substantive problem areas of education.

Group Processes: An Introduction to Group Dynamics. Joseph Luft, 1970. 2nd ed. (285 Hamilton Ave., Palo Alto, CA 94301) ADULT. -- A text that offers reflections on the principles of change along with a working definition of group dynamics and its basic issues. Luft moves the reader through the specific group experience to generalized learnings.

Groups: Theory and Experience. Rodney Napier and Matti Gershenfeld, 1973. (Houghton Mifflin Co., One Beacon St., Boston, MA 02107) ADULT. -- This book is based solidly on an understanding of the group process and the dynamics of group interaction. The eight chapters present exercises, validated through use in classrooms and other settings, which contribute to performance skill.

A Guide to Developing Your Potential. Herbert Otto, 1967. (Wilshire Book Co., 12015 Sherman Rd., North Hollywood, CA 91605) ADULT. -- A unique self-help book presenting specific methods of cultivating one's own resources. Suggestions are applicable in classrooms.

A Handbook of Structured Experiences for Human Relations Training. 7 volumes, J. William Pfeiffer and John E. Jones, eds., 1973-79. (University Associates Press, 8517 Production Ave., San Diego, CA 92126) ADULT. -- These handbooks are compilations of techniques, ideas, and forms, useful in a variety of human relations training designs. They range from exercises requiring little or no training in human relations work to ones used by facilitators with extensive behavioral science background.

Helping Kids Learn Multi-Cultural Concepts. Michael Pasternak, 1977. (Research Press, 2612 N. Mattis, Champaign, IL 61820) ADULT. -- A good reference, this book has excellent sources for materials and information for human relations and multicultural teaching.

The Helping Relationship: Process and Skills. Laurence Brammer, 1979. 2nd ed. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- The book's basic purpose is to describe a helping process and provide a "road map" for helpers in thinking through some relevant principles, skills, and research. Brammer's premise is that most human needs can be and have been met by nonspecialist people-helpers. This volume emphasizes basic communication skills, with the focus largely on the helper's task of developing into a more aware and effective person.

Helping Relationships: Basic Concepts for the Helping Professions. Arthur Combs et al., 1978. 2nd ed. (Allyn & Bacon Inc., College Division, Rockleigh, NJ 07647) ADULT. -- This book is written for those entering or already engaged in one of the helping professions, such as doctors, teachers, counselors, psychologists, social workers, and play therapists. The authors take a humanistic view, basing concepts on perceptual approaches to understanding human behavior. The text explores self-concept, motivation, establishment of helping relationships, communication, and other aspects of professional helping.

How To Teach About Values: An Analytic Approach. Jack Fraenkel, 1977. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- Assists teachers in encouraging pupils to identify, analyze, and assess alternate policies and their consequences. Research and strategies are included to reinforce the concept of teaching as a values-oriented endeavor.

How 2 Gerbils, 20 Goldfish, 200 Games, 2000 Books, and I Taught Them How to Read. Stephen Daniels, 1971. (Westminster Press, Box 718 William Penn Annex, Philadelphia, PA 19105) ADULT. -- Believing that classroom control results from a meaningful, relevant curriculum, Daniels developed a program based on the informal open classroom concept. Helpful suggestions are provided for using games, psychodramas, indiviualized reading instruction, and parent involvement. Recommendations are supported by statistics collected in the classroom. Listing of games and books that Daniels found most effective will be useful to teachers.

Human Communication Handbook: Simulations and Games. Vols. 1 and 2. Brent Ruben and Richard Budd, 1975, 1978. (Hayden Book Co., Inc., 50 Essex St., Rochelle Park, NJ 07662) ADULT. -- Two volumes of role-playing games that enable students to duplicate different forms of personal, social, and mass communication right in the classroom. The games demonstrate self-perception, inference, abstraction, stereotyping, feedback, nonverbal communication, trust, inter-group organization, mass communication, political communication, . . . nearly 50 processes in all. Each game includes a helpful guide for its use and for constructive discussions afterward. And the books give you all the materials you need, including sample copies of written forms and checklists.

Human Interaction in Education. Gene Stanford and Albert Roark, 1974. (Allyn & Bacon Inc., College Division, Rockleigh, NJ 07647) ADULT. -- This practical, easy-to-use guide is designed to increase interaction in the classroom. It includes more than 100 class-proven activities, specific approaches to subject matter, easy-to-follow guidelines, and workable classroom suggestions on: communication, human relationships, group development, teacher-centered discussion, group-centered discussion, personal dimensions in discussion, role playing and action methods, simulations and simulation games, activities outside the classroom, and much more.

Humanistic Education. C. H. Patterson, 1973. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- Essentially a textbook for teacher education, this paperback provides some early historical examples of humanistic education and discusses the conditions necessary for self-actualization.

Humanistic Education. Robert Valett, 1977. (C. V. Mosby Co., 11830 Westline Industrial Dr., St. Louis, MO 63141) ADULT. -- The book's purpose is to aid educators to develop humanistic education programs. Annotated review of various models and learning resource materials helps accomplish the job.

Humanistic Education Sourcebook. Donald Read and Sidney Simon, eds., 1975. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- An excellent volume filled with scores of essays by most of the leading figures in the humanistic education field--Carl Rogers, Arthur Combs, Gerald Weinstein, Mario Fantini, Alfred Alschuler, Richard Schmuck, and many, many others. About half of the essays deal with theoretical issues concerning humanistic psychology and education. The others focus on specific techniques for the classroom or applications of humanistic education. Not the type of book one reads from cover-to-cover--but a reference work that one can return to over the years and keep getting new ideas and understandings. The "Directory" at the conclusion offers a helpful listing of organizations and periodicals that relate to humanistic education.

Humanistic Education: Visions and Realities. Richard Weller, ed., 1977. (Phi Delta Kappa, 8th and Union, P.O. Box 789, Bloomington, IN 47402) ADULT. -- The 1976 Phi Delta Kappa Symposium on Humanism in Education, held at the University of North Carolina--Greensboro, brought together some of the most thoughtful advocates and practitioners of differing points of view in an effort to achieve new understandings and direction for effective change. This book makes the conference proceedings available; it includes the papers presented, followed by discussion.

Humanizing the Classroom. John Miller, 1976. (Praeger Publishers, Inc., 111 Fourth Ave., New York, NY 10003) ADULT. -- Intended for teachers at the elementary and secondary school levels, this paperback presents an affective and effective approach to humanizing education. A variety of teaching techniques are synthesized within the framework of humanistic and transpersonal psychology. The author offers examples of such approaches as values clarification, psychosynthesis, synectics, confluent education, and human relations training. In addition, he shows how the models presented give the reader an opportunity to develop an expanded awareness of self and others in a teaching experience.

Human Relations Development: A Manual for Educators. George M. Gazda et al., 1977. 2nd ed. (Allyn & Bacon Inc., College Division, Rockleigh, NJ 07647) ADULT. -- Tested by over 1,000 inservice and preservice educators, the manual offers a systematic program for

improving listening, observing, and responding abilities. This program adapts one of the most thoroughly tested helping relationship models, the Carkhuff model, to the function of a professional educator, and uses behavioral objectives, practice exercises, and performance rating scales in each phase of training.

Human Relations: From Theory to Practice. George Henderson, 1974. (University of Oklahoma Press, 1005 Asp Ave., Norman, OK 73019) ADULT. -- Presents history and summation of research and experimentation providing the basis of human relations. The book demonstrates ways in which theories and practices of the fine arts, social sciences, economics, medicine, politics, business, and theology have been drawn into human relations. Special sections are devoted to theory translated into practice. A "survival manual" for human relations practitioners is included.

Human Teaching for Human Learning. George Brown, 1977. (Penguin Books Inc., 625 Madison Ave., New York, NY 10022) ADULT. -- This book contains extensive examples of affective techniques and their classroom applications, and is filled with practical ideas for teachers who wish to experiment. A chapter by Aaron Hillman, "One Day in a High School," is particularly moving.

Human Values in the Classroom: Teaching for Personal and Social Growth. Robert Hawley . 1975. (Hart Associates, 12 East 12th St., New York, NY 10003) ADULT. -- Presents practical ways to create opportunities in which values come into play. Hawley delineates a sequence of theoretical and practical ideas for creating a classroom climate that promotes personal and social growth. Included are scores of specific activities, procedures, and suggestions which have proven their worth in classroom use.

In Praise of Diversity. Milton Gold, Carl Grant, and Harry Rivlin, eds., 1977. (Association of Teacher Educators, 1701 K St. NW, Washington, DC 20006) ADULT. -- Introductory chapters look at the dangers of stereotyping, at "pressure points" (areas of possible conflict and controversy), and at implications for the schools. The book also offers ethnic vignettes providing some basic information about nine minority groups in American culture.

Instrumentation in Human Relations Training: A Guide To 92 Instruments with Wide Applications to the Behavioral Sciences. J. William Pfeiffer, 1976. 2nd ed. (University Associates, 8517 Production Ave., San Diego, CA 92126) ADULT. -- This volume contains descriptions of tests and instruments that measure personal values, self-understanding, self-actualization, dogmatism, personality, interpersonal orientation, marriage adjustment, helping style, organizational climate, leadership ability, and many other variables. The book is a very valuable resource for humanistic educators in an age of accountability.

Interpersonal Communication. Louis Savary and Mary Paolini, 1975. (Loyola University Press, 3441 N. Ashland Ave., Chicago, IL 60657)

HIGH SCHOOL. -- A high school course for self-understanding and growth in personal relations. The student worktext introduces the basic "I'm OK-You're OK" concepts, contains a program for building self-esteem and self-confidence, examines the effects of acceptance and nonacceptance behavior, proposes specific techniques for problem solving, and explores how values influence personal relations. Reflection questions and group activities throughout.

Inviting School Success: A Self-Concept Approach to Teaching and Learning. William W. Purkey, 1978. (Wadsworth Publishing Co., Inc., Belmont, CA 94002) ADULT. -- Discusses invitational teaching as an approach to humanistic education. Related self-concept research and examples of "inviting" make this a useful book for thinking about a true "basics" approach to education.

Joining Together: Group Theory and Group Skills. David Johnson and Frank Johnson, 1975. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- This book seeks to provide the theory and experiences necessary to develop an understanding of group dynamics and effective group skills. Both the theory and the exercises are integrated into an inquiry approach to learning about the dynamics of small groups.

Kids Don't Learn From People They Don't Like. David Aspy and Flora Roebuck, 1977. (HRD Press, Box 863, Dept. M39, Amherst, MA 01002) ADULT. -- This paperback describes research linked to training teachers in Bloom's Taxonomy, Flanders' Interactional Analysis and Carkhuff's Model for Interpersonal Skills Training. Results and methods used are helpful for educators, education students, researchers, and administrators who need to understand the key ingredients of teaching effectiveness.

Learning Discussion Skills Through Games. Gene Stanford and Barbara Stanford, 1969. (Scholastic Book Services, 906 Sylvan Ave., Englewood Cliffs, NJ 07632) ADULT. -- The authors suggest a sequence of activities to help students get acquainted, organize their group for effective action, overcome reluctance to participate, listen in depth to other members, draw others out rather than argue, and arrive at a consensus.

Learning To Feel--Feeling To Learn. Harold Lyon, Jr., 1971. (Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, OH 43216) ADULT. -- A comprehensive survey of people, places, and ideas in the field of affective education.

Learning Together and Alone: Cooperation, Competition, and Individualization. David W. Johnson and Roger T. Johnson, 1975. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- An enjoyable and very practical book on "competition" written by brothers who are used to it. Their human relations approach helps teachers recognize inappropriate competition and facilitate productive cooperation.

Left-Handed Teaching. Gloria Castillo, 1978. 2nd ed. (Holt, Rinehart and Winston, 383 Madison Ave., New York, NY 10017) ADULT. -- This practical guide to affective teaching and learning is the result of the author's years of experience in developing and refining "humanistic" classroom techniques. Part I presents a model for the development of the whole child--the affective as well as cognitive dimensions--that takes into account the child's readiness/awareness level as well as the individual's responsibilities for cognitive and affective development. While developing this model, Castillo began to search for materials that would help her incorporate the student's affective dimensions into the cognitive work of the classroom. She solicited suggestions from both teachers and students, and the result, a collection of lessons designed to elicit affective rseponses from children, is brought together in Part II. In the final section, a single affective lesson is examined in a variety of cognitive contexts to demonstrate "confluent education" in action.

Listening Aids Through the Grades: Two Hundred Thirty-Two Listening Activities. David Russell, Elizabeth Russell, eds., rev. ed.; Dorothy Hennings, ed., 1979. (Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027) ADULT. -- A collection of listening activities especially useful in teaching kindergarten through the intermediate grades.

Literature By and About the American Indian: An Annotated Bibliography. Anna Stensland, 1979. (National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801) JR.-SR. HIGH SCHOOL AND ADULT. -- Annotations evaluate more than 350 books for their depiction of the American Indian. The books are organized under such categories as myth, legend, fiction, biography, history, modern life and problems, and the arts; fiction and biography are classified by reading level (junior high, or senior high and adult.) Introductory essays discuss the suppression of Indian cultures in the United States, literary stereotypes of Indians, problems of selecting literature "true to the Indian way," and dominant themes in literature on Indians. Includes study guides to nine significant books, and a list of books for a basic collection.

The Living Classroom: Putting Humanistic Education into Practice. Arthur Kraft, 1975. (Harper & Row, Publishers, Keystone Industrial Park, Scranton, PA 18512) ADULT. -- This "how to" book in humanistic education details techniques of effective communication between teacher and student. It describes the methodology for involving students in their own educational program. Readings interspersed throughout the book expand particular ideas. The helpful annotated bibliography could be used to gather a "starter library" for persons or schools interested in humanistic education.

Love Has Many Faces. Gene Stanford and Barbara Stanford, eds., 1973. (Washington Square Press, Avenue of the Americas, New York, NY 10020) HIGH SCHOOL. -- A paperback anthology of stories, poems, and articles on the nature of mature love. The book focuses on

four issues: romance versus reality in relationships, the differences in males' and females' views of love, the many varieties of love, and the skills need for lasting relationships.

Makers of America. Wayne Moquin, ed., 1972. (Encyclopaedia Britannica Educational Corporation, 425 N. Michigan Ave., Chicago, IL 60611) ADULT. -- This 10-volume reference work is comprised of original material containing the thoughts and viewpoints of more than 85 separate ethnic, national, and religious minorities. Selections are drawn from letters, diaries, newspaper editorials, poems, documents, and the like, from 1536 to the present.

Moral Education--It Comes with the Territory. David Purpel and Kevin Ryan, eds., 1976. (McCutchan Publishing Corp., 2526 Grove St., Berkeley, CA 94704) ADULT. -- Provides a compendium of current ideas and practice that seem to have the most promise and that merit serious consideration in the field of moral education. Most of the theoretical concerns presented in the book deal less with basic philosophical and metaphysical issues than with rationales and frameworks for curriculum content, instructional emphasis, and organizational climates for school programs. Moral education is simply defined as helping people to deal with questions of right and wrong in the ways they treat each other. The book contains many general and specific suggestions on how the schools might approach moral education.

Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom. Ronald Galbraith and Thomas Jones, 1976. (Greenhaven Press, Inc., 577 Shoreview Park Rd., St. Paul, MN 55112) ADULT. -- A practitioner's book that provides a brief introduction to Kohlberg's theory, but concentrates on classroom application. It is a sound, practical, "hands on" presentation of moral reasoning.

Morality Examined: Guidelines for Teachers. Lindley Stiles and Bruce Johnson, eds., 1977. (Princeton Book Co., 20 Nassau St., Princeton, NJ 08540) ADULT. -- This paperback provides a comprehensive examination of such questions as: How can teachers help students strengthen basic moral values? What are moral values and how are they acquired? What is the teacher's role in the morality of society? Perspectives are from anthropology, psychiatry, psychology, organizational development, and education.

Multicultural Education: Commitments, Issues, and Applications. Carl Grant, ed., 1977. (Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314) ADULT. -- The quality of life in schools for individuals of all cultures, the transmission and interaction of diverse cultures, student rights, and the use of language are examined as facets of multicultural education. The paperback concludes with practical classroom activities.

Multicultural Teaching: A Handbook of Activities, Information, and Resources. Pamela Tiedt and Iris Tiedt, 1979. (Allyn & Bacon

Inc., College Division, Rockleigh, NJ 07647) ADULT. -- A handbook of activities, information, and resources that focuses on language and culture for promoting understanding in the classroom. Emphasis is on developing understandings about ethnic groups within the United States by involving children in activities with which they can identify--for example, the "Multicultural Calendar."

Nonverbal Communication. Louis Forsdale, 1974. (Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, NY 10017) JR.-SR. HIGH SCHOOL. -- A paperback part of the Making Contact program, this offering provides useful information on silence, touch, smell, space, and body language.

Nonverbal Communication in the Elementary Classroom. Mary Wiemann and John Wiemann, 1975. (National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801) ADULT. -- Describes many activities through which children can improve their ability to communicate by becoming aware of their use of nonverbal behavior.

Now See Hear! Applying Communications to Teaching. David S. Abbey, 1973. (The Ontario Institute For Studies In Education, 252 Bloor St. West, Toronto, M5S IV6, Ontario, Canada) ADULT. -- A very helpful little book that reviews communication models and offers information on both verbal and nonverbal communication.

On Becoming a Person. Carl Rogers, 1970. (Houghton Mifflin Co., Wayside Rd., Burlington, MA 01803) ADULT. -- A thought-provoking work that deals with meaning and methods of personal growth, helping relationships, and creativity. Some of Rogers' stimulating essays on the teaching-learning process and breakdowns in communication are included.

100 Ways To Enhance Self-Concept in the Classroom: Handbook for Teachers and Parents. Jack Canfield and Harold Wells, 1976. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- An excellent introduction to self-concept as well as numerous activities for helping pupils develop a positive self-concept. The chapter on available resources is an annotated collection of books for teachers and parents, self-concept curriculum materials, periodicals, and organizations and growth centers concerned with humanistic education.

Perceiving, Behaving, Becoming: A New Focus for Education. Arthur Combs, ed., 1962. (Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314) ADULT. -- In its twelfth printing and still ASCD's number one best seller, this volume features timeless insights into the psychological foundations of education by such notables as Kelley, Rogers, Maslow, and Combs. The book shows how schools can help develop fully functioning persons.

Person to Person: An Introduction to Speech Communication. Kathleen Galvin and Cassandra Book, 1980. 2nd ed. (National Textbook Co.,

8259 Niles Center Rd., Skokie, IL 60076) JR. HIGH SCHOOL. -- A paperback that helps students probe themselves as communicators, and understand themselves in relation to others in the communication situation. The material is presented in a format which uses comic strips, photographs, and case histories.

Personalizing Education: Values Clarification and Beyond. Leland Howe and Mary Howe, 1975. (Hart Associates, 12 East 12th St., New York, NY 10003) ADULT. -- What are really useful methods for personalizing education, and how does a teacher use them? These are primary questions answered in this book, which contains more than 100 strategies and worksheets.

Pluralism and the American Teacher: Issues and Case Studies. Frank H. Klassen and Donna M. Gollnick, eds., 1977. American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036) ADULT. -- "Just as the entire institution of schooling was aimed at the elimination of diversity, so must the entire institution of schooling now be directed toward respecting and preserving cultural differences within the school system." This book represents another step toward transforming the ideal of multicultural education into reality.

Power To Change: Issues for the Innovative Educator. John Goodlad, ed., 1973. McGraw-Hill Co., Inc., 1221 Avenue of the Americas, New York, NY 10020) ADULT. -- The articles in this book focus on two questions of concern to educators involved in the change process: What changes should be made? and How are such changes to be brought about? Contributing authors have been actively involved as change agents in their schools through a five-year project sponsored by the Institute for Development of Educational Activities, Inc. (I/D/E/A). Among the ideas explored are the various roles of change agents and techniques designed to encourage teachers to become change agents.

The Professional Education of Teachers: A Humanistic Approach to Teacher Preparation. Arthur Combs et al., 1974. 2nd ed. (Allyn & Bacon Inc., College Division, Rockleigh, NJ 07647) ADULT. -- This paperback represents a humanistic approach to teacher education. It translates the basic concepts of modern perceptual-humanistic psychology and applies them to teacher education. The book first looks at the questions: "What makes a good teacher?" "What do these concepts mean for student teachers?" "What do they mean for program developers?" and then provides a short description of how one institution goes about answering these questions in practice.

Reach, Touch, and Teach. Terry Borton, 1970. (McGraw-Hill Co., Inc., 1221 Avenue of the Americas, New York, NY 10020) ADULT. -- A readable, provocative, and informative introduction to process education for student concerns. The annotated appendix offers additional resources for humanistic education.

The Silent Language. Edward Hall, 1973. (Doubleday & Co., Inc., 501

Franklin Ave., Garden City, NY 11530) ADULT. -- In this definition and analysis of the components of culture, Hall discusses the use of time and space by people of various cultures. Anecdotes give insight into the cross-cultural communication breakdowns attributable to nonverbal factors.

Situational Exercises in Cross-Cultural Awareness. Richard Nitsche and Adele Green, 1977. (Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, OH 43216) ADULT. -- A book with a language orientation that also gives a variety of analyses and responses to situations involving the cultures of Black Americans, Puerto Ricans, Latin Americans, Koreans, and East Indians.

The Soft Revolution. Neil Postman and Charles Weingartner, 1973. (Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, 245 E. 47th St., New York, NY 10017) ADULT. -- Handbook for implementing the authors' ideas on unstructured learning as well as a sourcebook on previous accomplishments. Mildly outrageous suggestions for shaking up ossified schools and communities are offered.

Song from the Earth: American Indian Painting. Jamake Highwater, 1976. (New York Graphic Society, Ltd., 34 Beacon St., Boston, MA 02106) HIGH SCHOOL AND ADULT. -- Traces the genealogy of Indian painting from rock, skin, and sand surfaces to the sudden flowering of the "traditional" school following years of cultural repression, and introduces the reader to today's young, exuberant and wide-ranging contemporary Indian artists. That these projections of inner spirit are not unrelated but sprout from the same stubborn refusal of a culture to die is a strong thread which Highwater illustrates by interviews with nine leading Indian artists. In the opening chapter, "Who Speaks to Me with My Own Voice," the author states, "Art is so utterly linked with the pulse of feeling in man, that it becomes the singular sign of life when every other aspect of civilization fails." The book closes with words by Blackbear Boisin: "In my paintings there is absolutely no recognition of our defeat. . . . If I could sing probably I would have been a singer. But I'm a painter and so I have tried to sing with my paintings." There are 32 color and 130 black and white pictures useful for teaching human relations.

Teacher & Child. Haim Ginott, 1972. (The Macmillan Publishing Co., Inc., 866 Third Ave., New York, NY 10022) ADULT. -- Offers practical skills for dealing with daily situations and problems faced by teachers. The book also provides many enjoyable anecdotes and stories to help bring the skills, mostly communication skills, into clear focus.

Teacher Effectiveness Training. Thomas Gordon, 1975. (David McKay Co., Inc., 2 Park Ave., New York, NY 10016) ADULT. -- Here is the sequel to Gordon's Parent Effectiveness Training. Using basically the same model, which has proved so helpful to thousands of parents in improving their communication skills, this new volume applies the same human relations principles to the classroom. The use of

"I Messages," "Active Listening," and "No-Lose Problem Solving" are described and illustrated with many examples from real classroom situations. Excellent for helping educators to improve their communication skills and equally useful for teaching communication skills to students and groups.

Teachers and Learners: The Interactive Process of Education. Alfred Gorman, 1974. 2nd ed. (Allyn & Bacon Inc., College Division, Rockleigh, NJ 07647) ADULT. -- Concentrating on affective process and education in the classroom, this book establishes a theoretical framework and then helps the teacher put the theory to work through a wealth of practical applications and exercises. The skills and understandings classroom teachers need to deal with students' emotions are presented. The book also covers interaction learning, group processes, and methods of evaluation.

Teaching Is Communicating: Nonverbal Language in the Classroom. Charles Galloway, 1970. (Association for Teacher Educators, 1701 K St. NW, Washington, DC 20006) ADULT. -- Deals with nonverbal language in the classroom and offers a system for describing nonverbal behavior.

Teaching Strategies for Ethnic Studies. James Banks, 1979. 2nd ed. (Allyn & Bacon Inc., College Division, Rockleigh, NJ 07647) ADULT. -- Designed for curriculum, ethnic studies, and methods courses at both the elementary and secondary levels, this text offers a wealth of methods and strategies for teaching ethnic studies. Grade levels are indicated for the various strategies, and extensive annotated bibliographies are provided for both teachers and students. An historical overview and a chronology of key events are presented for all major American ethnic groups. The book covers concepts and generalizations for ethnic studies programs, gives the major components of a sample multiethnic unit to illustrate the steps in unit construction, and provides information on multimedia materials which can be used to teach ethnic studies.

Toward Humanistic Education: A Curriculum of Affect. Gerald Weinstein and Mario Fantini, eds., 1970. (Praeger Publishing, 383 Madison Ave., New York, NY 10017) ADULT. -- The Ford Foundation's Fund for the Advancement of Education has sponsored a number of projects related to the education of the disadvantaged. Among these was the Elementary School Teaching Project, which set out to find teaching practices that had proved successful with minority-group children. The researchers developed "Curriculum of Affect," a model for teaching based on concerns and feelings rather than on purely cognitive goals. This book describes that model.

Transpersonal Education: A Curriculum For Feeling and Being. Gay Hendricks and James Fadiman, eds., 1976. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- A collection of papers offering the scope of the transpersonal point of view; that is, helping students gain more control of their own capacity to learn.

It also provides a how-to-do-it section and a selection of readings on this approach to humanistic education.

Values and Teaching: Working with Values in the Classroom. Louis Raths, Merrill Harmin, and Sidney B. Simon, 1978. 2nd ed. (Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, OH 43216) ADULT. -- Based on their theory of values clarification, the writers outline a methodology for clarification of values. The book is easy to use and very practical with many examples and sample strategies.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Sidney Simon et al., 1972. (Hart Associates, 12 East 12th St., New York, NY 10003) ADULT. -- This manual provides 79 practical strategies, many never previously appearing in print, for approaching values clarification in the classroom. Its introduction defines values clarification and suggests how it can be incorporated into the teaching of standard subject matter.

Values/Moral Education: A Synthesis Model. Robert Stahl, 1976. (ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 616, Washington, DC 20036) ADULT. -- Presents a model that synthesizes the values clarification and cognitive moral development approaches for use within the classroom. Examples are given of two moral dilemmas along with suggestions for teacher preparation activities, discussion starter questions, and criteria for decision making.

What Do I Do Monday? John Holt, 1972. (Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, 245 E. 47th St., New York, NY 10017) ADULT. -- In this book Holt combines his "humanistic" theories of education--the idea of learning as a growth process, a moving and expanding of the child into the surrounding world--with practical, easy-to-use exercises in reading, writing, and mathematics.

Will the Real Teacher Please Stand Up? A Primer in Humanistic Education. Mary Greer and Bonnie Rubinstein, 1977. 2nd ed. (Goodyear Publishing Co., Inc., Salt Lake City, UT 84118) ADULT. -- This book contains material that extends and deepens a reader's appreciation of the "oft spouted but rarely practiced cliches" of education. Readings in fiction and poetry plus the use of a variety of excerpts show student and teacher alike that there is no one right way to view education--that there is no one kind of OK kid, OK teacher, OK school--that there are ways to bring together opposites such as thinking-feeling, right brain-left brain, boy-girl, teacher-student, and democratic-authoritarian. The current bibliography, or sourcebook, includes mailing lists for general information (see "People, Places, and Things") and lists free information, books, and periodicals relating to education. (The Goodyear Education series includes a number of excellent books related to humanistic education.)

ERIC DOCUMENTS AND JOURNAL CITATIONS

ERIC Documents

Affective Development in Schools: Resource Programs and Persons. William C. Morse and Richard L. Munger, 1975. 99p.; MF/PC. ED 115 568. -- To facilitate communication among professionals in affective education, this guide provides brief descriptions of representative affective education programs in behavioral and social science across the nation. Fifty-four programs and organizations are described including the title of the program, director, address, staff member names, organizational affiliation, starting and termination date, brief description of the program, and a list of materials used or developed.

Affective Education: Effects of Transactional Analysis Training on Seventh Grade Students (A Summary of Two Dissertations). Patsy Copeland and Christopher A. Borman, 1975. Paper presented at the Annual Convention of the American Personnel and Guidance Association, Chicago, Ill., Apr. 11-14, 1976. 12p.; MF/PC. ED 127 517. -- Purpose of this study was to determine if the psychological concepts of Transactional Analysis, Structural Analysis, the Basic Life Position, and Recognition Hunger would effectively serve as content for curriculum for seventh grade students. The study concluded with recommendations for further investigation of transactional analysis as a psychological curriculum for public schools to meet students needs for affective education.

Affective Education: The Responsible Way To Prepare Instructors. Mark G. Beals, February 1977. Condensed from a paper prepared for the Annual Meeting of the Association of Teacher Educators, Atlanta, Ga., Feb. 2-5, 1977. 6p.; MF/PC. ED 138 561. -- The "Back to Basics" movement is compared with the humanistic or affective approach to education. A specific program of studies is suggested for departments and schools of education to assist in countering a national reemphasis on basics that would exclude maximal development of the learner's unique nature. A selected bibliography on humanistic education is included.

Affective Education: A Teacher's Manual To Promote Student Self-Actualization and Human Relations Skills. Thomas R. Snyder, 1976. 44p.; MF/PC. ED 159 582. -- This teacher's manual presents affective education as a program to promote student self-actualization and human relations skills. Abraham Maslow's hierarchy of needs and Erik Erikson's life stages of psychosocial development form the conceptual base for this program. The goals and objectives of the manual are concerned with problem-solving behavior, conflict management, positive self-concept, and identity. The program is designed to operate once each week for at least 45

minutes for one school year; there are 36 separate lesson plans. The material can be utilized in secondary or postsecondary programs and integrated into the curriculum of many areas of study. Also included is information dealing with the skills, attitudes, knowledge, and resources needed to develop and modify activities to support a total affective education program. The manual provides a program evaluation instrument and evaluation criteria.

Classroom Guidance: An Introductory Approach to Humanistic Education. Marlowe H. Smaby et al., 1973. Pupil Personnel Services Section, Minnesota State Dept. of Education, St. Paul. 97p.; MF/PC. ED 142 773. -- The developmental guidance experiences (DGEs) in this document are intended for the elementary and secondary levels. They are structured to be used with peer groups in personal and open discussion about both sides of a moral or ethical issue related to a developmental task, and to help students become more aware of their feelings and to practice expressing them. The DGEs also emphasize positive growth experiences that foster human dignity and worth in a manner consistent with a humanistic viewpoint.

Conflict and Conflict Resolution: A Bibliography. C. W. Edney and Randolph I. Barker, June 1975. 45p. MF/PC. ED 111 033. -- The role of communication in conflict and conflict resolution is the focus of the items in this two-part extensive bibliography. Entries, arranged alphabetically, are listed under five categories in each section: intrapersonal and interpersonal conflict, group and societal conflict, organizational conflict, political and international conflict, and theoretical bases of conflict.

Conflict Resolution, Social Studies: 0427. Grace C. Abrams and Fran C. Schmidt, 1974. Dade County Public Schools, Miami, Fla. 114p; MF/PC. ED 113 239. -- This curriculum guide provides students with the opportunity to study human behavior, ways in which conflict originates, processes by which it escalates, and alternative methods of dealing with it. An appendix of suggested audiovisual and printed materials for teacher and student is also provided.

Curriculum Guide for Human Relations, Grades K-12. Office for School Integration Services, Virginia State Dept. of Education, Richmond, 1976. 128p.; MF/PC. ED 148 757. -- A stated objective of this guide for use by K-12 teachers is to help students understand people of various cultures, background, and value systems. The first section provides specific directions for teachers in estabishing human relations and implementing programs for all grade levels. The second section gives an outline for the formation of human relations clubs to promote understanding and tolerance among students. Specific objectives are chosen for the students, and activities and materials that the teacher may employ in order to reach these objectives are suggested. The final section is devoted to instructional guides, containing questionnaires and simulated situations, each emphasizing a desirable social attitude.

Futuristics for Today's Student: A Course Description. Naedine Aanestad, 1976. Teaching unit at Minot High School, N.D. 17p.; MF/PC. ED 127 610. -- The humanities course described encourages high school students to examine alternatives for the future and to make decisions on the basis of the most desirable outcomes. Students participate in small-group discussions, brainstorming, simulation games, and individual and/or small-group projects concerned with the rapid pace of change in their personal lives and in the world around them. Specific materials, ranging from Alvin Toffler's "Future Shock" to Andy Warhol's "Coke Bottles," are used to convey perspectives of technological and social change.

Handbook for the Human Relations Approach to Teaching. 1970. Human Relations Project of Western New York, Buffalo N.Y., Public Schools. 97p.; MF/PC. ED 159 230. -- An activities guide for teachers looking for techniques and strategies to help them "humanize" the curriculum. Sec. I gives activities to develop positive self-concept. The activities proposed in Sec. II are intended to make students aware of their feelings toward others. Sec. III suggests techniques for making students aware of discrimination. In Sec. IV the problems and importance of nonverbal as well as verbal communication are addressed. Activities designed to help the process of values clarification are proposed in Sec. V. Sec. VI consists of group tasks or problems which are to be solved by groups. Possibilities for the use of music, art, poetry, and drama are listed in Sec. VII.

Helping Children and Youth with Feelings. Affective-Behavioral Science Education Resources for the Developing Self/Schools. William C. Morse and Richard L. Munger, 1975. 65p.; MF/PC. ED 115 565. -- This bibliography provides teachers with reference to materials on affective education published 1951-1975 in the areas of psychology, education, and mental health. The listing includes professional books, articles, periodicals, children's books, organizations and projects, additional bibliographic sources, and an annotated outline of selected curriculum materials. The major portion of the bibliography is an annotated listing of curriculum materials containing 70 references to audiovisual programs, games, and written materials from both major and minor publishers.

How To Achieve Accountability in an Open Humanistic School. Arthur Steller, April 1976. Paper presented at the Annual Meeting of the National Association of Elementary School Principals, Atlantic City, N.J., Apr. 24-28, 1976. 39p.; MF/PC. ED 125 122. -- After examples of what makes his school "humanistic"--open plan, emphasis on student choice, flexibility in learning/teaching styles--the author presents some of the ways in which accountability is measured. Emphasis is placed on staff involvement in decision making and on the presence of subjective objectives. Appendixes contain sample guidelines and pupil performance reporting forms.

Human Development Program: Level VI Activity Guide. Geraldine Ball, 1974. Human Development Training Inst., San Diego, Calif. 211p.;

MF. ED 148 703. -- The curriculum guide presents the activities component of the Human Development Program (HDP) for grade 6. The HDP is an affective curricular approach developed by psychologists to aid teachers in instilling responsibility and self-confidence in children. Its nucleus is a circle session (called the Magic Circle) in which students and teachers share feelings and thoughts for 20 minutes each day. The guide presents topics and directions for 188 sequential Magic Circle sessions.

Human Relations Games. Book One. Jimmy G. Koeninger. Ohio Distributive Education Materials Lab, Ohio State Univ., Columbus. 57p.; MF/PC. ED 112 233. -- The need for classroom materials which encourage total student involvement served as the basis for the manual. Four games related to the development of human relations skills are presented. Performance objectives, required materials, and procedures for conducting the activity are specified in detail for each game.

Human Relations Guide I: Inter and Intracultural Education. K-12. Curriculum Guide No. 39. Cornilia Nachbar and Robert Timpte, eds., 1974. Div. of Instruction, Minnesota State Dept. of Education, St. Paul. 153p.; MF/PC. ED 126 033. -- A guide to assist the educational system with curriculum about racial minorities. It provides guidelines for developing a K-12 curriculum in intercultural and intracultural education, with attention to four designated minority groups: American Indians, Black Americans, Mexican Americans, and Asian Americans. An appraisal of national social studies projects as they relate to human relations education and a task force report on racism are also included.

Human Relations in the Clasroom. ERIC/CUE Capsule Bibliography Series, Number 3. August 1976. Raja Jayatilleke, comp., August 1976. ERIC Clearinghouse on the Urban Disadvantaged, Columbia Univ., New York City. 49p.; MF/PC. ED 128 496. -- This third of a series of Capsule Bibliographies on current issues on urban and minority education is a selection of entries from a computer search. The bibliography covers materials in the ERIC system from January 1975 through June 1976.

Humanistic Education in Desegregated Schools. Charles D. Moody et al., 1977. Program for Educational Opportunity, Michigan Univ., Ann Arbor. 177p.; MF/PC. ED 158 194. -- Papers given during a conference on "Humanistic Education in Desegregated Schools." The papers address a variety of issues in humanistic education, some practical and some theoretical. All attempt to assist elementary and secondary school personnel to accept diversity, whether based on race, sex, or national origin, as a viable inclusion in instructional materials and processes.

Humanizing Education by Improving Communication: The Report of a Curriculum Project in Rural Elementary Schools. Ronald C. Doll, October 1975. 79p.; MF/PC. ED 127 229. -- Describes a pilot instructional project in humanizing education undertaken by rural

elementary schools in Cumberland County, N.J. The publication discusses the philosophy behind the program and the nature of the training conferences conducted for teachers and administrators; provides sample exercises, objectives, and activities of the curriculum used; and presents an analysis of the formative evaluation. Children participate in the "Magic Circle" and express themselves through bodily movement, art activities, and dramatics. Formative evaluation results are positive and show that participating children have become increasingly outgoing, considerate of others, and able to perform in the presence of strangers.

Humanizing Teacher-Pupil Relationships. George Cristiano, April 1977. Paper presented at the Annual Meeting of the National Association of Elementary School Principals, Las Vegas, Nev., Apr. 18-22, 1977. 15p.; MF/PC. ED 151 644. -- Academic achievement can be set in a stage of humanistic pupil-teacher relationships. However, humanization is not an easy task, and success may be achieved only by dedication and direction. The first step in this process is the definition of the goal: (1) Children should enjoy school, want to attend school, and think it's a good place to be; and (2) Students must be treated with respect and dignity as individuals. The school principal must understand the needs of the teachers as well as those of the students, and he or she must exercise leadership in a humanistic fashion.

Innovative Program for Achieving the Goals of Education in Human Relations and Occupational Competencies (Grades 7-12). Final Report. June 1975. Owensboro Public Schools, Owensboro, Ky. 211p.; MF/PC. ED 115 968. -- During the 1974-75 school year, the Owensboro-Daviess County middle and high schools engaged in developing an exemplary program in human relationships and occupational competencies. The program involved simulated activities, work experiences, classroom instruction in job acquisition skills, and classroom experiences in clarifying values, identifying interests and abilities, and developing goal-setting and decision-making skills.

Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships, Kindergarten through Adult Education. Homemaking Education, California State Dept. of Education, Sacramento, 1977. 70p.; MF. ED 142 458. -- This publication assists schools in developing curriculum to help children solve complex social problems and achieve their highest potential as human beings in a world society. A major objective is to provide students with competencies and skills necessary to cope with the interpersonal relationships and stresses faced by individuals and families in a rapidly changing society. The curriculum design focuses on four major topics: self and others, tradition and change, independence and interdependence, and present and future. A 12-page list of print and nonprint resources, most published after 1970, includes prices and publishers' addresses.

Measurement of Affect and Humanizing of Education. Part IV, Search for Affective Instruments and Measurement Procedures. Final Report of the Interstate Educational Resource Service Center Affective Education Project. Interstate Educational Resource Service Center, Salt Lake City, Utah, 1973. 348p.; MF/PC. ED 160 521. -- Relates a search for instruments to measure affective goals of educational programs. Part of the final report of a project to humanize education, the document is presented in five major sections. Sec. I presents a conceptual framework for categorizing affective instruments according to the dimension of affect (feelings, perceptions, values, and goals) and the object of affect (person or thing toward which one develops a specific dimension of affect). Sec. II chronicles instrument search and collection efforts. Activities include review of affective measurement literature and communication with institutes engaged in affective education. Sec. III explains how data on the instruments were organized. Sec. IV summarizes results of the search, which identified 1,258 specific instruments. The final section concludes that the instrument search provided useful information for the affective project. Data for each instrument include usefulness to the project, type of instrument, description, grade level, author, and source.

Oklahoma Affective Education: A Resource Guide. Central State Univ., Edmond; Edmond Public Schools; Midwest City Independent School District 52; Oklahoma City Public School System; Oklahoma State Dept. of Education, Oklahoma City; Putnam City Public Schools--all, Okla., 1976. 140p.; MF/PC. ED 135 712. -- A resource guide for elementary and secondary level educators interested in affective education and in formulating their own strategies for more meaningful learning experiences in their classrooms. The guide is based on the idea that affective learning is essential and that the best learning experiences are those in which the affective element is planned. The book contains more than 35 suggested classroom procedures for improving the affective climate, and some 40 classroom activities with stated objectives. A model for professional development planning suggests and describes more than 50 activities including inservice evaluation. Twenty instruments for assessing affect are reproduced with permission to copy from the guide. An annotated bibliography of 66 books about inservice training, method and techniques, and theories of affective learning is included.

The People In Everything Program. A Humanistic Approach Towards Education. 1975. Research paper submitted to Association of Teacher Educators. 32p.; MF/PC. ED 131 073. -- The People In Everything (PIE) Program, an attempt to provide humanistic education by involving the total school population in teaching-learning environment improvement, is primarily an inservice program for K-8 teachers, staff, and administrators. Its objectives are identifying human relations problems and developing the skills to solve them in a staff-team concept. Benefits are seen as improved morale, improved student learning and development,

increased positive attitudes of staff and students toward each other, improved attendance, decreased vandalism and discipline problems, improved programs and facilities, community pride, and self-growth.

Promising Ways To Humanize the Learning Environment. Robert S. Gilchrist, February 1976. Paper presented at the Annual Meeting of the American Association of School Administrators, Atlantic City, N.J., Feb. 20-23, 1976. 19p.; MF/PC. ED 123 756. -- Effective curriculum development should be based on beliefs about how human beings can best learn and develop in a rapidly changing social and physical environment. The practices at two San Diego schools that provide humanistic environments include having every high school pupil known well by at least one faculty member; staff, parents, and pupils working together as a team; cross-discipline courses; and a course in social living. Other practices that could help schools become more humane are functioning curriculum development and inservice education programs, personalized learning, and letting students help set the classroom goals and engage in problem solving. The appendix lists papers and other source material, and a selected bibliography categorizes material under headings of books, articles, general magazines and tapes.

Racial Attitudes and the Pedagogy of Human Relations in an Urban Setting. John T. Abrahamson, November 1975. Paper presented at the National Conference on Urban Education, Kansas City, Mo., Nov. 24-26, 1975. 26p.; MF/PC. ED 118 692. -- Evaluation research of the human relations component of a larger project that attempts to bridge the black-white cultural gap in the Louisville school system is the basis of this paper. The overall purpose of this major component is to enhance positive attitudes toward intercultural, racial, and ethnic relations and understandings through curriculum content and humanistic teaching methods, and not necessarily by direct teaching about attitudes and understandings themselves.

Reaching Out: Pattern of Healthful Living. Level 7. A Values Curriculum. Second Revision. Mary Jane Reese, June 1975. Harris County Dept. of Education, Houston, Tex. 135p.; MF/PC. ED 118 507. -- This curriculum guide for seventh grade teachers contains values-based classroom lessons intended to assist students in the development of a positive self-concept, rational thinking processes, inter- and intrapersonal skills necessary for individual and group effectiveness, and a personal and societal value system. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather be spaced to cover a semester at a time.

Suggestions for Curriculum Development on Communication Part A, K-3. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides. David C. King et al., December 1976. Center for Global Perspectives, New York City, and

Denver Univ., Colo., Center for Teaching International Relations. 45p.; MF/PC. ED 135 693. -- A guide for infusing global perspectives on communication into the elementary social studies curriculum, it is designed to be used selectively by teachers. The four major objectives are to help students: understand how the world's system can influence the individual's life; recognize different viewpoints; develop an ability to make judgments about world influence on one's personal life; and recognize that personal actions can influence world interrelatedness.

The Teaching of Values: An Instructional Guide for Kindergarten, Grades I-14, and Accompanying Bibliography. Div. of Instructional Planning and Services, Los Angeles City Schools, Calif., 1966. 277p.; MF/PC. ED 130 167. -- This guide is a multiple purpose instructional tool for use in kindergarten through college. For students, it is designed to stimulate learning about the nature of values and help them develop toward moral maturity through experiences inherent to education. For staff, the guide explores ways to promote the development of values in young people, and makes teachers familiar with the laws and legal decisions that affect the teaching of values. The guide contains suggestions for student learning activities and for staff reading and study. An annotated bibliography is provided.

Understanding Self and Others: A Relevant, Purposeful Experience. Don Dinkmeyer, 1970. 13p.; MF/PC. ED 132 444. -- A plea for humanizing and personalizing education to enhance understanding of self and others, as opposed to focusing exclusively on intellectual gains. Developing Understanding of Self and Others (DUSO), an educational program developed by the author, is described. The author insists that the adequate personality will emerge not by chance but by design, and therefore emotional development needs must be noted in establishing educational priorities.

The Utica Plan for "Project Search" (Kindergarten Throught Twelfth Grade), Volume I. General Learning Corp., Washington, D.C. and the Utica N.Y. City School District, August 1972. 199p.; MF/PC. ED 125 951. -- Reports the first phase of an interdisciplinary K-12 curriculum development for Utica schools. Project SEARCH is a unified approach to a humanistic curriculum which focuses on man and his relation to others and the world. The curriculum model contains 10 parts that relate man to his self-image, family, community, physical environment, work, play, art, conflicts, aspirations and fears, and gods.

The Utilization of a Care Training Program and Projected Guide to Prepare and to Train K-12 Teachers Towards a Humanistic Philosophy of Education. Harry Adam Royson, March 1975. Ed.D. dissertation, Nova Univ., Ft. Lauderdale, Fla. 284p.; MF/PC. ED 113 358. -- This guide detailing a humanistic philosophy of education is the product of a 12-week training program for experienced K-12 teachers. The training program consisted of a basic movement program, regular lectures and discussions of human relations

(relating, loving, learning), and practical workshops with simulated classrooms as an environment. The humanistic philosophy of education, as detailed in the guide, and the training program produced productive and effective teaching experiences for participant teachers and their pupils.

Journal Citations

"Activity Cards on Conflict." George G. Otero and Margaret J. Levy. Intercom 79: 3-7; October 1975. EJ 126 917. -- Provides a set of activity cards designed to promote individual, small group, and class exploration of various nonviolent conflict situations.

"Affective Education and the Learning Disabled Student." Marian N. Shelton. Journal of Learning Disabilities 10 (10): 618-24; December 1977. EJ 183 342. -- Focuses on six components (physical environment, psychological climate, curriculum, materials, assessment and evaluation, and teacher facilitation) necessary for successful affective education for learning disability students.

"Affective Education: The State of the Art." Arthur L. Costa. Educational Leadership 34 (4): 260-63; January 1977. EJ 153 533. -- Interprets a range of affective evaluation practices, with a brief discussion of the strengths and limitations of each. Ideas for new directions are also explored.

"Annotated Bibliography on Humanistic Education." Cynthia Ganung. Journal of Education 157 (2): 61-69; May 1975. EJ 125 120. -- Part I of this annotated bibliography deals with books and articles on such topics as achievement motivation, process education, transactional analysis, discipline without punishment, role playing, interpersonal skills, self-acceptance, moral education, self-awareness, values clarification, and nonverbal communication. Part II focuses on materials and resources for work with students.

"An Application of PBTE Principles in a Humanistic Framework." Edwin J. Chambliss. Educational Leadership 33 (7): 534-37; April 1976. EJ 143 932. -- Describes a method of humanizing evaluation procedures by applying both traditional grading and standards of performance-based teacher education programs.

"Behaviorism and Humanism: A Synthesis?" Arthur W. Combs et al. Educational Leadership 35 (1): 52-63; October 1977. Reprint Avail. UMI. EJ 167 860. -- Three short papers: the first defends the humanistic approach to education; the second defends the value of behavioral objectives and evaluation techniques in education; the third argues that humanism and behaviorism are not necessarily contradictory and that both approaches have their place.

"Beyond the Watershed: And Where Now?" Carl R. Rogers. Educational Leadership 34 (8): 623-31; May 1977. Reprint Avail. UMI. EJ 164 129. -- Examines the present state of humanistic innovative education, the issues it raises, the research that supports it, and the changes needed to sustain it.

"Celebrate Our Common Humanity: An Approach to Human Relations." Fred Cloud. Journal of Intergroup Relations 4 (4): 21-27; November 1975. EJ 131 980. -- Asserts that many persons will follow a positive course of action in human relations once definite leadership is given. The future of human relations in America is said to lie in an acceptance of cultural pluralism.

"Developing and Selecting Content Material." Robert W. Wirtz. Thrust for Education Leadership 5 (3): 19-23; January 1976. EJ 142 302. -- Lays out basic assumptions for developing a humanizing curriculum, and identifies competencies needed by those in decision-making positions to insure the selection and/or development of such humanizing curricula.

"The Dynamic Tension of the Human Potential Movement." Bryan C. Smith. Health Education 8 (3): 32-33; May-June 1977. Reprint Avail. UMI. EJ 168 691. -- Examines the many new group movements to increase personal awareness and adjustment to life, pointing out their values and warning of possible misuse.

"Education for a Leisure Society." Robert Strom. American Biology Teacher 37 (8): 496-99; November 1975. EJ 128 398. -- Suggests that human dignity begins with conception (it is not dependent upon an individual's economic production) and that school curricula focus on human relations.

"Establishing Effective Communication Patterns--Some Techniques for Humanizing the Classroom." Warren G. Wallace and Sharon A. Wallace. Illinois Teacher of Home Economics 19 (1): 9-11; September/October 1975. EJ 139 083. -- Persons intimately associated with educational programs value programs that are personalized, individualized, and humanized, but being humanistic does not just happen. The article focuses on techniques by which teachers can improve the communciation process: attending to students, implementing open-ended questions, and helping students express their feelings.

"From Discipline to Responsibility Training: A Humanistic Orientation for the School." Thomas Edward Bratter. Psychology in the Schools 14 (1): 45-53; January 1977. EJ 153 309. -- A nine-step discipline process, which can become a profound learning experience for potentially disruptive students, provides numerous opportunities to become more responsible and to adopt more productive behavior.

"Group Skills and Reality Therapy: A Pragmatic Process for Humanizing Education." Robert V. Supple. Humanist Educator 16 (2): 59-63; December 1977. Reprint Avail. UMI. EJ 171 225. -- Classroom

meetings get children involved in developing the social responsibilities necessary to solve their behavioral and educational problems. The article includes practical suggestions for basic techniques that might be useful in conducting these group meetings.

"The Human Development Program and Pupil Self-Concept." Robert J. Hess et al. Humanist Educator 17 (1): 15-22; September 1978. Reprint Avail. UMI. EJ 188 478. -- Examines the effects of selected group experiences from the Human Development Program (HDP) on the self-concept of sixth grade pupils. HDP is a semistructured, flexible, and open-ended developmental curriculum in affective education. Results indicated that HDP is a valuable guidance tool.

"Humanism, Education, and the Future." Arthur W. Combs. Educational Leadership 35 (4): 300-303; January 1978. Reprint Avail. UMI. EJ 171 594. -- If education is to meet the current and future needs of society, humanistic objectives and humanistic thought must operate at the heart of every school and classroom.

"A Humanist Answer to Alexander Solzhenitsyn." David N. Aspy. Educational Leadership 36 (1): 9-11; October 1978. Reprint Avail. UMI. EJ 188 692. -- The author defends humanism and humanistic education against the attack leveled against it by Alexander Solzhenitsyn in a Harvard address.

"Humanistic Education: The Discovery of Personal Meaning." I. David Welch and Richard H. Usher. Colorado Journal of Educational Research 17 (2): 17-22; Winter 1978. EJ 180 791. -- Humanistic education as a search for personal meaning, to teach the skills of exploration so that students can sort through the wealth of information that surrounds them to discover what gives meaning, direction, and significance to their lives. Includes guidelines for teachers.

"Humanistic Education: A Personal Description." Leslie McCarroll. Colorado Journal of Educational Research 17 (2): 10-12; Winter 1978. EJ 180 788. -- The focus here is on "what" humanistic education can be, and "who" may be involved in such an approach. Outlines the characteristics of humanistic educators and their role in current educational practice.

"Humanistic Education Through an Analysis of Evaluation Practices." John F. Joyce. Journal of Education 157 (3): 39-51; August 1975. EJ 125 152. -- An analysis of the content, process, and purposes of common evaluation practices has revealed ten specific dehumanizing effects on participating students and educators. More humanistic, alternative evaluation practices are suggested.

"The Humanistic Educator: A Person Not a Concept." Fred Richards. Colorado Journal of Educational Research 17 (2): 3-5; Winter 1978. EJ 180 785. -- Describes "tough" and "tender" education (behavioristic versus humanistic education). The author says that

the humanistic teacher is a growing person, not an abstraction, and that if we are to truly experience both forms of education, we must first experience both as aspects of ourselves.

"Humanistic Image." Jerry Smith. Viewpoints 53 (3): 19-33; May 1977. Reprint Avail. UMI. EJ 166 878. -- The humanistic view of the individual as a unique personality regards education as a process of self-actualization, a tool for developing inner potential and creativity, and a means for equipping students to deal with and to improve the world in which they live.

"Humanizing and Back to Basics: The Perfect Blend for the '70s and Beyond." Zacharie J. Clements. NASSP Bulletin 61 (409): 98-108; May 1977. EJ 162 143. -- Humanism and humanistic concerns--love, hope, and posivive self-image--go hand in hand with basic literacy and back-to-basics.

"Humanizing the Desegregated Classroom." Oris Elizabeth Amos. Theory Into Practice 17 (2): 157-65; April 1978. Reprint Avail. UMI. EJ 189 465. -- The humanized learning environment described should provide all participants, learners, parents, and professionals, with better opportunities for individual growth and development.

"Human-Relations Training with Seventh-Grade Boys Identified as Behavior Problems." Betty McCurdy et al. School Counselor 24 (4): 248-52; March 1977. EJ 156 744. -- Twelve boys identified as behavior problems in a class of underachievers were given group human-relations training. Self-esteem was improved by training procedures including videotape as well as facilitative communication. Group experiences seemed to affect classroom behavior positively, as evidenced by a decrease in behavior problems.

"The Impact of a Classroom Values Clarification Program." Donald Logan et al. Counseling and Values 21 (2): 129-35; February 1977. EJ 156 823. -- The Benton High School values clarification program, part of a one-semester elective sociology class open to juniors and seniors, is an orderly sequence of structured group activities directed toward clarifying students' values and decisions. Evaluation indicates program participants moved toward a stronger belief in internal control in personal decisions and satisfactions.

"Implementing the Humanistic Curriculum in the Classroom." Charles Lavaroni. Thrust for Education Leadership 5 (3): 26-28; January 1976. EJ 142 304. -- Considers seven teacher behaviors in terms of their application in the classroom as well as how they humanize learning. Questions are suggested for assessing the particular competencies of a teacher using these behaviors.

"Introduction: The Emergence of Humanistic Education." Paul Nash. Journal of Education 157 (3): 4; August 1975. EJ 125 148. -- This and the previous issue of the Journal of Education have been devoted to an exploration of some of the dimensions and disciplines

of the emerging field of humanistic education. These articles afford the reader a representative glimpse of current work that scholars in the field are pursuing.

"Introduction: Multicultural Education." Jeanne M. Guertin. Educational Horizons 55 (4): 167; Summer 1977. Reprint Avail. UMI. EJ 167 121. -- Examines the place of multicultural education in education today and how it can solve the education problems that society as a whole has been unable to solve.

"Introduction: What is Humanistic Education?" Paul Nash. Journal of Education 157 (2): 5-7; May 1975. EJ 125 115. -- The context, meaning, boundaries, methods, assumptions, implications, practical outcome, and evaluation procedures of humanistic education are explored. Contributor approaches are briefly sketched.

"Inventory of Resources in Humanistic Education." Paul Nash and Cynthia Ganung. Journal of Education 157 (3): 54-58; August 1975. EJ 125 153. -- An inventory is presented which samples the vast range of resources available in humanistic education. Institutions or programs thought to be important, representative, or distinctive are listed.

"Materials and Resources for Enhancing Your Affective Curriculum." Kevin J. Swick. Illinois School Research and Development 13 (1): 23-26; Fall 1976. EJ 157 910. -- Identifies human and material resources available for the promotion of affective learning, and delineates their uses.

"Maxims for Humanizing Education." Charles M. Rossiter, Jr. Journal of Humanistic Psychology 16 (1): 75-80; Winter 1976. EJ 135 261. -- The author's review of humanistic psychology literature leads him to specify five major elements of a humanistic orientation. He concludes that the teacher's orientation, rather than any specific technique, is the significant determinant of whether or not the classroom experience will have a humanistic orientation.

"Moral/Values Education: An Annotated Bibliography." Karen Harvey and Lowell Horton. Illinois Schools Journal 58 (1): 31-45; Spring 1978. Reprint Avail. UMI. EJ 184 263. -- References are cited in six categories: general, values analysis, values clarification, moral development, moral development (role taking), and inculcation.

"Needed--Humanistic Schools for Teachers Too." Sylvia Shapiro. Reading Improvement 14 (1): 17-20; Spring 1977. EJ 154 935. -- Using three principles of humanistic education, the author examines the extent to which current school practice and policies support teachers' professional development, and concludes that humanistic considerations must be incorporated into all educational institutions.

"Nonverbal in a Humanistic Program." Robert Koch and Jeane K. Rickman. Theory Into Practice 16 (3): 192-99; June 1977. Reprint Avail. UMI. EJ 168 824. -- Examples of various nonverbal communications training techniques developed for use in the Los Alamos, N.M., public school system.

"On Being Human: Guidelines for Teachers." Russell L. Hamm and Dale G. Findley. Contemporary Education 46 (4): 284-86; Summer 1975. EJ 133 615. -- The primary commitment to which teachers should dedicate themselves is that of striving to be more humane.

"Peace Education in American Schools: An Unmet Need." Victor Drapela. Humanist Educator 15 (1): 4-10; September 1976. EJ 149 980. -- Points out that aggression has had a positive value throughout American history and continues to be an important part of the culture and value system. The author traces the forms that aggression takes and suggests ways of incorporating values of peace and cooperation into the schools.

"Racial Understanding Through Affective Education." Jim Gumaer. School Counselor 24 (3): 171-77; January 1977. EJ 153 343. -- Describes a developmental affective education program implemented in two integrated classrooms (at the fifth and eighth grade level). The program consists of ten 45-minute sessions and is designed to help students cope with feelings and explore values related to racial issues.

"Releasing Student Potential Through Humanistic Teaching Practices." Max H. Brown and Arnold L. Willems. College Student Journal 10 (4): 360-64; Winter 1976. EJ 149 892. -- The basic theory of learning practiced by humanistic teachers is described as a concept of behavior. The article focuses on the need to develop personalized instructional goals, the student's self-concept, the interaction that takes place between people, the integration of affective and cognitive learning, and teacher expectancy.

"Rhetorical Stance and the Human Element in Teaching." Aubrey J. Kline. Phi Kappa Phi Journal 55 (4): 29-31; Fall 1975. EJ 136 428. -- Three aspects of the teacher's stance are identified as important to establishing effective human relationships between student and teacher: the teacher's basic assumption about students, tactics for communication in the classroom, and sensitivity to the personal need of each student for a warm, human relationship.

"The Search for Humanistic Education." Arthur L. Costa. Thrust for Education Leadership 5 (3): 29-30; January 1976. EJ 142 305. -- The article's intent is to attend to and legitimize humanistic education. The search for data as evidence of a humanistic school and classroom is implied. Forms of evaluation are discussed.

"Some Historical Antecedents of Humanistic Education." Paul Nash. Journal of Education 157 (2): 8-19; May 1975. EJ 125 116. --

Antecedents of humanistic education appear to be economic affluence and technological advancement. Historically, these phenomena occurred in classical Greece; the Renaissance; the agricultural and industrial revolutions in England; the Romantic period; the revolutions in the consciousness created by Marx, Freud, and the existentialists; and the post-World War II period.

"Survey of Humanistic Programs in Teacher Education." Ron Simmons. Humanist Educator 16 (3): 111-13; March 1978. Reprint Avail. UMI. EJ 177 278. -- This survey gathered information on educators who formally teach humanistic skills with two objectives in mind: producing teachers with humanistic curriculum skills, and preparing humanistic teachers who are more facilitative in the classroom and empathic to student concerns. The questionnaire included teaching strategies, curriculum objectives, funding, faculty.

"Teacher Education: The Person in the Process." Arthur W. Combs. Educational Leadership 35 (7): 558-61; April 1978. Reprint Avail. UMI. EJ 179 217. -- Argues that there is a major need for greatly increased exploration of personal approaches to good teaching and broader application of perceptual-humanistic thinking to all aspects of teacher education.

"Teacher Education Programmes and Personal Growth of Teachers." J. K. Pillai. New Frontiers in Education 6 (2): 32-38; April/June 1976. EJ 138 316. -- Presents an inservice teacher education model that emphasizes affective goals and personal growth of the teachers and uses individual personalized instruction, open access learning, affective-experimental group programs, and feedback.

"Teaching for Peace and Love: A Selected Bibliography." Jeffery M. Elliot and Bruce A. Viertel. Community College Social Science Quarterly 5 (4)-6 (1): 108-12; Summer-Fall 1975. EJ 129 896. -- The more than 150 entries in this bibliography represent a vast array of teaching strategies as well as the psychological and pedagogical underpinnings of humanistic education.

"Teaching Models Involving Affective Education." Judith R. Vicary. Journal of School Health 46 (7): 392-400; September 1976. EJ 163 113. -- Outlines an affective education teaching model defining a continuum of affective development and the resulting range of approaches for meeting affective goals.

"Using Videotape Vignettes To Measure Teacher Affective Sensitivity." Constance H. Kravas. Educational Technology 15 (12): 13-16; December 1975. EJ 129 840. -- Presents and describes the Teacher Affective Sensitivity Scale (TASS) and how it can be used with videotapes for teacher education.

"Why Humanistic Education?" Arthur Sanders and Joanne Sanders. Colorado Journal of Educational Research 17 (2): 13-14; Winter 1978. EJ 180 789. -- Humanistic educators believe that it is possible to actualize student potential, that learning environments

in which children can grow are not only possible but essential. Three factors comprising the humanistic classroom are described.

"Women's Studies as Humanist Education: Some Concepts, Activities, and Curriculum." Barbara A. Schram. Humanist Educator 14 (4): 157-67; June 1976. EJ 142 610 -- Asserts that presentation of women's studies courses as dialogic experiences can play a key role in the movement toward humanistic education. The author offers practical concepts for the learning/teaching process, as well as curriculum units for a course entitled "Sex Roles in Education."

FILMS

"The American Woman: Portraits of Courage." 53 min. (CRM/McGraw-Hill Films, 110 Fifteenth St., Del Mar, CA 92014) HIGH SCHOOL. -- This award winning television special presents a collective portrait of "minority group" women who played decisive roles in the shaping of American history. Dramatic re-creations and archival photographs are combined.

"Being Me." 20 min. (Phoenix Films, Inc., 470 Park Ave. S., New York, NY 10016) K-6. -- This color film explores the many areas and origins of personal identity, and reveals how children perceive themselves in terms of their surroundings, family, and ethnicity.

"Carl Rogers on Education and Carl Rogers on Empathy." 30 min. each. (American Personnel and Guidance Assn., 1607 New Hampshire Ave., NW, Washington, DC 20009) ADULT. -- A series of four color films, throughout which Dr. Rogers indicates the directions in which the education system must change to have a real impact on students and describes the relationship of empathy to personal growth in clients.

"Communications: The Nonverbal Agenda." 30 min. (CRM/McGraw-Hill Films, 110 Fifteenth St., Del Mar, CA 92014) SR. HIGH SCHOOL AND ADULT. -- Alerts people to the constant interpersonal flow of nonverbal communication and prepares them to recognize the messages they are sending and receiving. Through the use of many dramatizations, it becomes obvious that a person who says one thing yet means another may contradict the words by subtle shiftings of the eyes and limbs or by body placement. The actual communication can take on a far different tone than the one verbalized.

"Connections in Learning--Scenes From a Responsive Classroom." 24 min. (General Services Administration, National Archives and Records Service, National Audiovisual Center, 8750 Edgeworth Dr., Capital Heights, Washington, DC 20409) ADULT. -- Depicts educational experiences that are responsive to learners (children and adults) as individuals and as members of a group, so that they may develop academic skills and healthy self-concepts and may productively interact in a pluralistic society. (Their free Select List identifies other films useful in humanistic education.)

"Diary." 9 min. (Sim Productions, Inc. Weston Woods, Weston, CT 06880) JR.-SR. HIGH SCHOOL. -- Animated color film about change and about controlling and being controlled by our society. Change seems both constant and inevitable. People become abstract caricatures; roads become manipulative and controlling; communications become an end in themselves and overpower everyone and everything. The entire panorama of urban society, business, economy, politics, and commerce becomes a turbulent, visceral experience.

"Ecce Homo." 12 min. (Wombat Productions, Inc., Little Lake, Glendale Rd., P.O. Box 70, Ossining, NY 10562) GRADES 10-12, COLLEGE, ADULT. -- The infinite variety of people--their varied capacity and potential--is the subject matter of this stunning animated film.

"Eyes to See." 18 min. (Counterpoint Films, 14622 Lanark St., Panorama City, CA 91402) HIGH SCHOOL, ADULT. -- A modern allegory about the importance of relating to, and communicating with, fellow human beings.

"Faces of Man." 25 min. avg. (Screenscope, Inc., Suite 200, 1022 Wilson Blvd., Arlington, VA 22209) JR.-SR. HIGH SCHOOL. -- Human geography is the focus of this open-ended and comprehensive series which vividly portrays the unique ways of life of the peoples of the world. The films were shot on location, and each features a different country, exploring family life, industrial and economic development, geography, culture, arts and crafts, religion, and education.

"Free To Be...You and Me." 42 min. (CRM/McGraw-Hill Films, 110 15th St., Del Mar, CA 92014) K-8. -- This color presentation received the 1974 Emmy Award as the best children's special of the year. The fun-filled voyage of discovery is based on the nationally bestselling record and book. In the film, Marlo Thomas, Alan Alda, Harry Belafonte, Mel Brooks, Rita Coolidge, Billy DeWolf, Roberta Flack, Roosevelt Grier, Michael Jackson, Kris Kristofferson, Bobby Morse, The New Seekers, Tom Smothers, Cicely Tyson, The Voices of East Harlem, and Dionne Warwick present the songs and stories of a "Yes, I can" world. The film involves young people in the endless possibilities of their own uniqueness as they explore such life-enhancing concepts as independence, peer and sibling cooperation, and self-fulfillment. A Teacher's Manual accompanies the film.

"Future Shock." 42 min. (CRM/McGraw-Hill Films, Del Mar, CA 92014) SR. HIGH SCHOOL AND ADULT. -- This color film, based on the worldwide bestselling book, provides a jarring look at the fast approaching superelectronic future--artificial men, thinking machines, genetic engineering, and the startling implications these may hold for us. In their labs, scientists show experiments and prototypes that are paving the way for this new age. In stark contrast are views of the massive social disorder already unleashed by present-day technology. The question leaps out: if too much change, too fast, is hurting us now, what can we expect? Throughout the film, narrator Orson Welles explores a wide range of modern thinking on these subjects.

"The Heart of Teaching." 15 min. ea. (Agency for Instructional Television, Box A, Bloomington, IN 47401) ADULT. -- Five programs designed to help teachers deal with frustration, anger, isolation, change, and pressure. A special videocassette version for use as a resource in human relations training courses or institutes illustrates preferred ways of handling issues posed in the

programs. A viewer's guide promotes self-reflection and motivates further thought and study. The Discussion Leader's Guide is for use in conducting group discussions on issues presented in the programs.

"How's Your New Friend." 12 min. (CRM/McGraw Hill Films, Del Mar, CA 92014) HIGH SCHOOL. -- This film in color explores the dynamics of a small, informal social group and illustrates the processes operative in such groups (conformity, tension, sanctions against deviants, rejection of outsiders). Students will find the film particularly relevant as they recognize both the group members ("nonconformists" conforming to a very specific group code) and the outsiders as familiar parts of their own everyday environment.

"Human Behavior and Reading." 29 min. (Media Five, 3211 Cahuenga Blvd. West, Hollywood, CA 90068) ADULT. -- Dr. William Glasser gives his thoughts on self-concept in learning and the relationship of success-identity to reading.

"I Am Me--and I Want to Be." 12 min. (Sandler Institutional Films, Inc., 1001 N. Poinsettia Place, Hollywood, CA 90046) K-6. -- A light-hearted, fanciful musical exploring the importance of individual differences--in size, shape, color, interests, and abilities. Today's society is strengthened by the great diversity of its people; how dull it would be if we were all the same! The creative camera and the songs the children sing imaginatively portray the concept that happiness begins by knowing and appreciating oneself. There's seven-year-old Jessica who can crow like a rooster, Sally who is bossy and talks too much, Marc who pretends he's a bicycle racer, Terry and his treehouse hideaway, and the others who want to be a fireman, a movie star, a ballerina, a jockey, a musician, an athlete.... The songs express the many moods of the film.

"In Search of Being." 22 min. (The Film Co., Adelphi University, Garden City, NY 11530) ADULT. -- A color film realistically portraying humanistic education in practice in the schools.

"Is It Always Right To Be Right?" 8 min. (Bosustow Productions, P.O. Box 2127, Santa Monica, CA 90406) K-12 AND ADULT. -- Academy Award winner that defines the effects on society of competing groups' unqualified claims to being "right." Many of their other films also deal with values and are quite appropriate for teaching human relations and humanistic education. Send for their catalog.

"Learning To Be Human." 30 min. avg. (Learning Corp. of America, 1350 Avenue of the Americas, New York, NY 10019) HIGH SCHOOL. -- A series of 10 films dealing with the problems of relationships between people--relationships tested through love, death, and loyalty. The films are especially helpful for empathy learning.

"Moral Development." 29 min. ea. (Media Five, 3211 Cahuenga Blvd. West, Hollywood, CA 90068) ADULT. -- A four-film package

providing a thorough introduction to current thought and practice in the area of moral development.

"The Power of Listening." 26 min. (CRM McGraw-Hill Films, 110 Fifteenth St., Del Mar, CA 92014) HIGH SCHOOL-ADULT. -- A color film which cites the University of Minnesota study showing most people consider themselves better listeners than they actually are. It takes a good look at things that keep us from listening as well as we may wish. Dr. Tony Alesandra conducts a listening workshop that teaches the full meaning and benefits of active listening. An extensive leader's guide and participant workbooks are available for this film.

"The Realities of Change." 29 min. (Media Five, 3211 Cahuenga Blvd. West, Hollywood, CA 90068) ADULT. -- Techniques, ideas, and tips that have made change a positive experience for some teachers are described, discussed, and demonstrated. Ideas on the creative uses of curriculum and what to do about tests, texts, and troublemakers embellish this motivational film for teachers. Guest authorities comment on the process of change and other suggestions on how new ideas and techniques can most effectively be introduced into a school.

"Right- and Left-Handed Values." 29 min. (Media Five, 3211 Cahuenga Blvd. West, Hollywood, CA 90068) ADULT. -- Introduces teachers to new theories about the right and left hemispheres of the brain. In an inservice workshop, Bob Samples contrasts and compares the rational mind and the metaphoric mind. He concentrates his presentation on brain-hemisphere function as related to values and morals as well as the similarity between prejudice and values.

"Teacher Effectiveness Training." 29 min. (Media Five, 3211 Cahuenga Blvd. West, Hollywood, CA 90068) ADULT. -- A complete outline of the methods created and developed by Thomas Gordon, originator of Teacher Effectiveness Training, a system of techniques now widely used by teachers in building more effective classroom relationships. In this color film, Dr. Gordon illustrates and explains the concepts of active listening, "I" messages, and the "no-lose" method for resolving conflicts.

"A Time To Move." 30 min. (Early Childhood Production Co., P.O. Box 352, Chatsworth, CA 91131) K-6. -- Set in a classroom, this film is about youngsters' feelings expressed through movement.

"We're Not So Different." 12 min. (Sandler Institutional Films, Inc., 1001 N. Poinsettia Place, Hollywood, CA 90046) K-6. -- A comparative look at children today in the United States, Japan, and the U.S.S.R. Depicted as they observe their birthdays on the same day, these children are shown starting the day and participating in special birthday activities planned by their families. We see the differences and similarities in the games, foods, and festivities characteristic of each country. Leaning heavily on the concept of cultural variability, the film provides a frame of reference for

children to compare themselves with those of other nations. It uses a universal custom (birthday celebrations) to show that children of other cultures also receive attention, care, and affection. The film stresses likenesses rather than differences in cultural groups.

"Who Are We Series." John Korty. 6-9 min. ea. (Pyramid Films, Box 1048, Santa Monica, CA 90406) K-6. -- Four color films dealing with children's curiosity about themselves and others: "Are People All the Same?" "Is It OK To Be Me?" "What Color Is Skin?" and "What Makes Me Different?" Available separately or as a series.

"Without Words." 23 min. (Prentice-Hall Inc., Englewood Cliffs, NJ 07632) ADULT. -- An introduction to nonverbal communication. Among the topics covered in this color film are proxemics (the study of personal space), kinesics (body language), cross-cultural/ethnic nonverbal barriers, the impact of uniforms/clothing on viewer perception, and the interaction of all these as they relate to communication.

AUDIO AND VIDEO TAPES

"Coping." 90 min. ea. (Listen and Learn Co., 13480 Pescodero Rd., La Honda, CA 94020) K-3. -- Four cassettes consisting of 24 lessons on such childhood crises as death, school, dentists, and competition. The narrator is Elmo, a cool, easy-going elf-child with uncanny ability to communicate with his peers. In each 13-minute lesson Elmo takes the listener through a specific childhood experience, first identifying fears, then discussing them, and finally defusing the potential problems through his insights and humor. "Coping" presents over five hours of innovative material--including 24 original songs.

"Creative Dramatics." (Agency for Instructional Television, Box A, Bloomington, IN 47401) UPPER ELEMENTARY-JR. HIGH SCHOOL. -- Eight videotape lessons with an emphasis on drama as a communication skill which promotes development of positive self-concept. Activities are designed specifically to help pupils increase body control, observation skills, accuracy in reporting details, and concentration.

"Education and the Control of Human Behavior." 3 1/2 hrs. approx. (Jeffrey Norton Publishers, Inc., Audio Division, 145 East 49th St., New York, NY 10017) ADULT. -- A six-cassette repeat of the famous 1962 dialog between Carl Rogers and B. F. Skinner that is an in-depth exploration of the issues between them. Booklets providing background about the dialogs, a summary of each tape, and a bibliography for each of the participants accompany the cassettes.

"Everyday People." Video Program Service. (Public Television Library, 475 L'Enfant Plaza West, SW, Washington, DC 20024) ELEMENTARY. -- A color videotape that helps children develop an understanding and respect for individual differences. It is one of over 2,000 programs available from the Library; many of these would be useful for human relations work or humanistic education.

"How People Change." Margaret Mead. 25 min. Recorded 1962. (Jeffrey Norton Publishers, Inc., 145 E. 49th St., New York, NY 10017) ADULT. -- Describes how our attitude toward change is crucial to our attitude toward the world as a whole and what is required to effect changes in peoples and cultures.

"How To Change Ideas." Edward De Bono. 55 min. Recorded 1973. (Jeffrey Norton Publishers, Inc., 145 E. 49th St., New York, NY 10017) ADULT. -- Discusses the "Yes-No" system we use in our basic thinking, and examines the extent to which "lateral thinking" can be used as a third creative tool.

"How To Raise Female Dragon Slayers." Robert Spillance. (JAB Press, P.O. Box 39852, Los Angeles, CA 90039) ADULT. -- Recognizes that

the schools have been a carrier of stereotyped education and now are changing. Also, it examines the difficulties of such change and their solutions through actual situations in a school system.

"How To Teach Youngsters To Deal with Social Change." Rollo May. (Teach 'em, Inc., 625 North Michigan Ave., Chicago, IL 60611) ADULT. -- Dr. May, psychotherapist and author, offers a focus for planning instruction to teach pupils to cope with change.

"Human Relations in the Classroom." 30 min. (Media Five, 3211 Cahuenga Blvd. West, Hollywood, CA 90068) ADULT. -- A videotape offering examples of good human relations techniques in dealing with handicapped and normal children in the classroom.

"I Heard It With My Own Two Ears." (Mafex Media Aids, Inc., 90 Cherry St., Box 519, Johnstown, PA 15907) ELEMENTARY. -- A set of twelve cassettes and a Teachers' Guide which sharpen listening skills in young children. Each lesson is presented in story form and students solve mysteries, answer riddles, and play games. It is especially useful for bilingual classes. Write for their catalog of other materials helpful for human relations and humanistic education.

"Implementing Humanistic Education in the Schools." Total length, 40 min. (Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314) ADULT. -- This color videotape consists of four ten-minute programs covering important aspects of humanistic education. Each segment features leading educators in the field and incorporates both theory and practical applications. The four programs are: "Improving School Climate"--Bill Maynard; "Utilizing Values Education"--Howard Kirschenbaum; "Building Self-Concept"--Sally James; and "Evaluating the Humanistic School"--Arthur Combs and Doris Brown. A discussion guide accompanies each tape.

"Improving Teacher Behavior in Multi-Cultural, Multi-Ethnic Classrooms." Willie Barnes. (JAB Press, P.O. Box 39852, Los Angeles, CA 90039) ADULT. -- Examines the need to improve multi-cultural, multi-ethnic learning through the examining and handling of negative teacher attitudes and behaviors. This tape assists teachers to determine the source of negative attitudes, identify behaviors derived from them, and learn the effects of these attitudes and behaviors on students.

"Interpersonal Communication Skills." Michael Lillibridge and Gary Klukken. (Affective House, P.O. Box 35321, Tulsa, OK 74135) ADULT. -- A package of six cassettes that teach communication skills, based on the approach of Carl Rogers and Robert Carkhuff. Subjects include assertiveness training.

"Multicultural Education: Goals, Teaching Strategies, and Evaluation." (Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314) ADULT. -- This videotape

explains what multicultural education is about and why it's an essential part of educating today's youth. Leading educators and students discuss the goals of multicultural education, present ways of implementing these goals, and give suggestions for judging the effectiveness of multicultural activities in schools.

"Problem Solving Model Module." Robert Carkhuff. 1 hr. (HRD Press, Box 863, Dept. M-10, Amherst, MA 01002) ADULT. -- Part of the HRD videotape series, this black and white tape reviews the Carkhuff model and teaches the skills involved in decision making. Pre- and post-tests are built in.

"Relevance of Listening." Harold Sartain. (Westinghouse Learning Press, Dept. RLB-F, 770 Lucerne Dr., Sunnyvale, CA 94086) HIGH SCHOOL. -- A cassette program useful for improving listening comprehension in high school and ESL courses. It stresses recalling, practicing oral directions, and listening for idea development. Students primarily work on their own after assessment through the diagnostic survey.

"Scientific View of Meditation." Robert Ornstein. 46 min. Recorded 1973. (Jeffrey Norton Publishers, Inc., 145 E. 49th St., New York, NY 10017) ADULT. -- Discusses whether meditation is suppressing ordinary thought so that other functions of the mind can appear and if there is physiological basis for this concept.

"Teaching Students To Handle Conflict." Barbara Stanford. (JAB Press, P.O. Box 39852, Los Angeles, CA 90039) ADULT. -- Students are confronted daily by numerous interpersonal conflicts, many of which interfere with their effective functioning in the classroom. After a brief analysis of conflict resolution skills, Dr. Stanford suggests several strategies which are easily taught and which can be implemented by students.

"Transactional Analysis for Educators." (Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314) ADULT. -- A videotape designed to improve communication in schools. It uses typical school situations to illustrate the basic four concepts of TA theory: Strokes, Life Attitudes, Ego States, and Transactions.

"Value Cassettes." Merrill Harmin. (National Humanistic Education Center, 110 Spring St., Saratoga Springs, NY 12866) UPPER ELEMENTARY-ADULT. -- These three tapes, each with two values clarifying experiences, also give teacher directions and are accompanied by spirit masters for student worksheets.

MULTIMEDIA PROGRAMS

Alive and Aware. Sherod Miller et al. (Interpersonal Communication Programs, 300 Clifton Ave., Minneapolis, MN 55403) ADULT. -- How to improve relationships through better communication. It is illustrated with examples from real life situations. Useful for college teaching.

Becoming: A Course in Human Relations. Gene Stanford et al. (J. B. Lippincott Co., E. Washington Sq., Philadelphia, PA 19105) JR. HIGH SCHOOL. -- Multimedia kits of materials for structuring classroom experiences that help students better understand themselves and others. Included are prerecorded cassettes, photographs, puzzles and other devices, a detailed Leader's Guide, and a Personal Log for each student.

Behavior Modification for the Classroom Teacher. Harry Rosenberg. (Instructional Media Inc., 8141 East 44th St., Tulsa, OK 74145) JR. HIGH SCHOOL. -- A handy file of over 100 4"x 6" cards presents techniques of positive reinforcement, strategies for better classroom management, activities of handling specific behavior problems, sociotechniques, and samples of forms for recording student behavior--all indexed so that they are easy to find and easy to use. An added feature of the kit is the inclusion of a dramatized cassette tape, suitable for individual or group use by teachers. Topics on the cassette include how to set up a behavior modification program and use positive reinforcement and how to help children learn to get along with others.

"Caution: Men Working." (Colby, Sands & Associates, Inc., 400 Silby St., St. Paul, MN 55101) ADULT. -- An 18-minute slide/tape show examining three major masculine values--performing, providing, and protecting--and how they affect men's work, health, and relations with women and other men. Discussion Guide included.

DUSO. (American Guidance Service, Inc., Publishers Bldg., Circle Pines, MN 55014) K-4. -- Stories, problem situations, role playing, puppetry, supplementary reading, music, and art are tied in to "Developing Understanding of Self and Others." Moreover, with their strong emphasis on group interaction and discussion, the DUSO programs help boys and girls realize their self-worth as they talk about and become more aware of their feelings, goals, values, and behavior.

Experiences in Human Relations Kit. (The Perfection Form Co., 1000 N. Second Ave., Logan, IA 51540) JR.-SR. HIGH SCHOOL AND ADULT. -- Designed to provide group interactions leading to personal development, the kit provides an assortment of ready-to-use devices. The empathizer meters and puzzles are especially helpful. Send for catalog of other materials--such as on decision making.

Favorite Book Bags and Listen-Alongs. (Educational Reading Services, 320 Rt. 17, Mahwah, NJ 07430) GRADES 3-9. -- In each Favorite Book Bags unit, there is a paperback book and a cassette tape that dramatizes a "human relations" story such as Sounder. The Listen-Alongs are units such as "The Red Pony" which include cassettes and multiple copies of the book.

The Five Sense Store. (The Viking Press, Educational Sales Dept., 625 Madison Ave., New York, NY 10022) K-8. -- A multidisciplinary aesthetic education program of 40 packages designed to provide the experiences of discovering, using, and understanding one's own senses and emotions. Individual development is stressed in an effort to lead pupils to perceive and analyze environmental, creative, and artistic processes and to make competent, sensitive, and critical judgments about them.

Get in Touch with Your Emotions and The Velveteen Rabbit. (Miller-Brody Productions, Inc., 342 Madison Ave., New York, NY 10017) GRADES 3-6. -- Filmstrips, cassettes, paperback books, and a Teachers' Manual help pupils better understand themselves and others. Additional humanistic kits for K-12, some in Spanish, are also available through the annual catalog.

Innerchange. Human Development Training Institute, 7574 University Ave., La Mesa, CA 92041) JR.-SR. HIGH SCHOOL. -- This program of structured activity cards and consumables uses a confluent approach to synthesize the cognitive and affective domains. It targets contemporary issues such as career education, drug abuse, crime prevention, values exploration, and multicultural understanding. Group interaction is fundamental to the program. A leader's manual is provided.

Interaction in the Multi-Cultural Classroom. (Science Research Associates, Inc., 259 E. Erie St., Chicago, IL 60611) ADULT. -- This program, consisting of seven 16mm full color, sound filmstrips with complementary Study Guides, is designed to help teachers understand and manage their own behaviors in the contemporary, multi-cultural classroom. Each 10- to 12-minute filmstrip focuses on one critical behavior that influences teacher-pupil interaction, affective climate in the classroom, and human relations skills. The Study Guides facilitate the process of putting the information to active use.

It's Good To Be Me. (QED Productions, P.O. Box 1608, Burbank, CA 91507) K-6. -- A series of filmstrips and cassettes pointing children toward an awareness of their feelings. Pupils are led to think and talk about their feelings in the exploration of a more positive self-concept. The materials, illustrated in a contemporary graphic art form, are presented in an open-ended mode that gives students opportunity to act out possible solutions to problems of interaction and interdependency. A Teacher's Manual is included.

LEAP. (National Recreation and Park Association, 1601 N. Kent St., Arlington, VA 22209) K-12. -- Individualized programs, one for each of three age levels, which develop attitudes, skills, and knowledge for leisure. Each kit, in its loose-leaf binder, is designed to be infused into existing curricula.

Let's Begin. (Pflaum Publishers, 2285 Arbor Blvd., Dayton, OH 45439) K-3. -- A kit of seven wordless picture stories to help guide children on the path toward positive self-concept and confident peer interaction. In each story, the central figure makes some adjustment to a new situation. Themes deal with feelings that youngsters experience.

Little Journeys into Make Believe. Arthur Meriwether. (Education Resources Contemporary Drama Service, Dept. U, Box 457, Downers Grove, IL 60515) GRADES 3-JR. HIGH SCHOOL. -- This and the Can of Squirms are two classroom participation resources specializing in the communication arts. The materials provide encounters that encourage young imaginations toward self-discovery.

Love and Identity. (Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY 10017) ADULT. -- This sound and color filmstrip set demonstrates that the young child's need for love is as great and as acute as physical needs; and that affection, clearly and warmly given, is required for the young child's healthy emotional and psychological growth. Ways in which parents and professionals can offer this vital emotional support are portrayed. Viewers are shown how almost every adult action toward a child during infancy and toddlehood is interpreted by the child in terms of affection or the lack of affection. How the child gains an understanding of who he or she is, and how that child forms a concept of self-worth, are examined in detail. The consequences of depriving a child of affection are also explored.

Me And Others. (Educational Design, Inc., 47 W. 13th St., New York, NY 10011) GRADES 6-9. -- Stresses the importance of self-image in a multimedia program of activities that systematically build a knowledge of living with oneself and others. There are 20 situations for role playing, and methods of relaxing mentally and physically are given. The teacher's guide is versatile in its motivating suggestions.

The Most Important Person. (Encyclopaedia Britannica Educational Corp., Dept. 10-A, 425 N. Michigan Ave., Chicago, IL 60611) K-6. -- A multimedia program of nine sets of full-color animated films. The materials encourage children to recognize their own importance, promote the sharing of ideas among children, and stimulate curiosity in the direction of discovery and new experiences. Topics include "Feelings," "Getting Along with Others," "Health and Your Body,"and "Body Movement." A Teacher's Guide is available.

Non-Verbal Communication. Lois Leubitz and Kathleen Galvin. (National

Textbook Co., P.O. Box 554, Skokie, IL 60076) HIGH SCHOOL AND ADULT. -- A package of visuals, exercises, and a text useful for integrating nonverbal communication into the interpersonal communication process.

Problems in Human Relations: Resolving Personal Conflicts. (The Center for Humanities, Inc., Communications Park, Box 100, White Plains, NY 10602) JR.-SR. HIGH SCHOOL. -- The program takes a highly pragmatic approach to factors that contribute to personal conflicts, and directs student attention to the methods people typically use to deal with them. Situations from real life and from fiction are presented, and students are asked to pinpoint factors that have caused conflict and then to describe the methods characters use to deal with each problem. The program stresses that, when differences between people are dealt with openly, conflict can be a positive experience because it can lead to personal growth; but when differences are concealed or individuals are prevented from expressing them, then personal growth will not occur. Case histories are used to illustrate how people often employ bribery, coercion, evasion, dishonesty, or avoidance to cope with personal conflict. Selections from Joseph Flore's "Falling Out," Carson McCullers's "Sucker," and William Sarovan's "The Trouble with Tigers" help young people analyze and resolve their conflicts. Dramatic vignettes show that personal conflict is simply a part of growing up. (The Center has many other highly commendable sound-slide programs related to humanistic education. You may write to request their annual catalog.)

Questioning and Sensitive Listening Techniques: A Self-Concept Approach. Arthur Carin and Robert Sund. (Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Box 508, Columbus, OH 43216) HIGH SCHOOL AND ADULT. -- A text and six sound filmstrips which show how to foster development of higher levels of thinking, creativity, and values clarification through questioning and sensitive listening techniques.

Scholastic Kindle Filmstrips. (Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, NJ 07632) K-8. -- The primary aim is to help the young child develop self-respect and a positive self-image through the use of lighthearted, impressionistic, visual essays created to appeal to the very young and hold their interest. Titles include "Who Am I?" and "Black Culture Programs."

Search for Values. (Dimensions of Personality, Pflaum/Standard, 38 W. 5th St., Dayton, OH 45402) GRADES 5-9. -- The program includes spirit masters and a teacher text covering seven structured units on topics such as competition, personal space, relationships, and commitment. Through a process similar to keeping a diary, pupils work to their own discoveries largely from self-reflection and peer interaction.

Self Expression and Conduct: The Humanities. (Harcourt Brace Jovanovich, 757 Third Ave., New York, NY 10017) K-8. -- A program

that helps children develop self-awareness, self-esteem, and an understanding of basic human values. Level One focuses on perception, on the way children use their senses to perceive the world around them. Level Two is concerned with communication, with the ways children share their perceptions with others. Level Three focuses on craftsmanship, or creating.

Teacher Training Values Education: A Workshop. (Guidance Associates, 757 Third Ave., New York, NY 10017) ADULT. -- The workshop consists of color-sound filmstrips, cassettes, worksheet masters, and a teacher's manual. Part I presents sample moral dilemmas based on Lawrence Kohlberg's theory. Designed primarily for inservice analysis and discussion, the dilemmas can also be used in the classroom. Part II: Dr. Kohlberg explains his theory of moral development, reviews basic assumptions, describes research methods, and analyzes his conclusions. Part III: On-location photography and recordings help demonstrate, step-by-step, how to lead moral discussions in the classroom. Part IV: Students and teachers recall their own experiences leading and participating in group discussion, review insights and techniques, and provide practical background for values educators.

Themes in Literature: Search for Self. (Guidance Associates, 757 Third Ave., New York, NY 10017) HIGH SCHOOL. -- A full-color sound filmstrip program that examines the problem of individual identity through excerpts from Carl Sandburg, The Diary of Ann Frank, Hermann Hesse, and others.

TOT-PAC. (Jalmar Press, Inc., 391 Munroe St., Sacramento, CA 95825) K-6. -- An audiovisual program based on Transactional Analysis and designed for classroom use to build the self-confidence and self-esteem of children.

Toward Affective Development. (American Guidance Service, Inc., Circle Pines, MN 55014) GRADES 3-6. -- Pictures, recordings, folders, and other items are used in 191 activity-centered lessons. The lessons focus on real-life experiences and involve classes in simulations, brainstorming, problem solving, and group discussions to help them accept themselves, reach out to new experiences, and recognize the differences and needs of others.

Tune In. (Listening Group, Box 3214, Milwaukee, WI 53208) HIGH SCHOOL AND ADULT. -- Intended to increase empathy skills through small group interaction. Each group member is encouraged to participate at his or her own level in developing skills to deal with feelings. The package consists of the Leader Manual, one Participant Workbook, and six cassette tapes that lead the group through 16 hours of interaction exercises.

Un Role Ing. (Colby, Sands and Associates, Inc., 400 Silby St., St. Paul, MN 55101) K-12 AND ADULT. -- A 15-minute slide/tape presentation with accompanying Discussion Guide; designed to create an awareness that people are socialized into stereotyped roles.

Values and Teaching: Working with Values in the Classroom. Louis Raths, Merrill Harmin, Sidney B. Simon, 1978. 2nd ed. (Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, OH 43216) ADULT. -- Based on their theory of values clarification, the writers outline a methodology for clarification of values. The book is easy to use and very practical with many examples and sample strategies.

Values in the Classroom. Louis Raths et al. (Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Box 508, Columbus, OH 43216) ADULT. -- Six sound filmstrips and a text/workbook to instruct preservice and inservice teachers in the valuing process and how it can be applied in the classroom. The text chapter includes self-checking exercises and activities that can be adapted and/or replicated for elementary and secondary students. The program aims to supply all the tools needed to teach successfully for values clarification.

What's Going On Here? (EMC Corporation, 180 East Sixth St., St. Paul, MN 55101) GRADES 9-12. -- A multimedia program designed to lead the student to an awareness of the impact of today's media, with particular emphasis on the nature and techniques of propaganda as related to mass communications. This program also contains suggested student alternatives and techniques for living effectively in a media-saturated world.

Yes I Can! David Gallshue and James McKittrick. (Phi Delta Kappa, Eighth Street & Union Ave., Box 789, Bloomington, IN 47401) ADULT. -- A 20-minute, 88-frame presentation on the importance of properly selected and sequenced physical movement exercises to help the young child develop poise and a healthy self-image. This instructional package is intended for elementary teachers interested in combining physical development and personality strengthening. The filmstrip-cassette is accompanied by a detailed instruction booklet.

ORGANIZATIONS

Agency for Instructional Television, Box A, Bloomington, IN 47401. K-12 AND ADULT. -- An organization created in response to the need for a permanent American-Canadian organization whose structure would enable it to work closely with the states and provinces to improve television production activity. Includes such human relations topics as "Every Student is Different," "I Agree...You're Wrong," and "Can I Help?"

American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036. COLLEGE AND ADULT. -- AACTE conducts training institutes and publishes information about the implementation of multicultural education in teacher education programs. The emphasis during the next few years will be to provide assistance to institutions in meeting the requirements on multicultural education of the National Council for Accreditation of Teacher Education. Activities address general multicultural issues, bilingual education, women's equity, and other equity concerns and skills for working effectively in a multicultural society.

American Institute For Character Education, P.O. Box 12617, San Antonio, TX 78212. K-12 AND ADULT. -- A nonprofit educational institution dedicated to providing teachers with the skills, techniques, and materials to influence children and youth beneficially. The institute conducts seminars and workshops, writes curricula, publishes teacher training manuals, constructs and implements evaluation tools, and disseminates information about character education for teachers, administrators, and parents. A good product is their "Character Education Curriculum."

Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, NY 10016. ADULT. -- Offers materials for teachers especially with relation to human relations education, multicultural education, and socioeconomic differences in American society. Areas covered include Prejudice, Discrimination, Intergroup Relations, Ethnic and Minority Studies, Anti-Semitism, and Jewish-Christian Relations.

Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314. ADULT. -- A professional organization whose monthly journal, yearbook, and general publications and media materials are often directed to humanistic concerns, especially multicultural education. Items for professional helping at all grade levels are available.

Bantam Books. School Division, 666 Fifth Ave., New York, NY 10019. GRADES 3-12. -- Publishers of paperbacks for young readers, this company provides an annual annotated catalog (available on request) giving reading levels and suggested grade levels for their

offerings. Bantam publishes a variety of books that are appropriate for work in humanistic education.

Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209. K-12 AND ADULT. -- The federally funded clearinghouse, among its activities, publishes materials related to teaching minority groups such as Indochinese pupils and adults. They have a toll free hotline: 800-336-3040.

The Center for Humanities, Inc., Communications Park, Box 100, White Plains, NY 10602. K-12 AND ADULT. -- This organization offers sound-slide programs that have a broad application throughout the school curriculum and can be used with students of vastly different aptitudes and ablilities. Programs include "Effective Thinking: Ways of Problem Solving," "Self-Fulfillment: Becoming the Person You Want To Be," "Communications Skills: Learning To Listen and Express Yourself," "Keeping Fit: The Physiology of Exercise," "What Does It Mean To Be Human?" "Values--What People Choose To Live and Die For: Case Studies in Conflict," "Problems in Human Relations: Resolving Personal Conflicts," "Why Do I Feel This Way?" "Understanding Human Emotions," and "Clear Thinking: How To Improve Your Reasoning Skills." Send for their catalog.

Dissemination of Knowledge, 71 Radcliffe Rd., Buffalo, NY 14214. PRE-SCHOOL-12 AND ADULT. -- Produces idea books and learning center materials especially geared to developing creativity in pupils and teachers. Authors, for the most part, are associated with the Creative Education Foundation and the Creative Problem Solving Institute. A catalog is available on request; prices are quite reasonable.

Education Research Associates, Box 767, Amherst, MA 01002. ADULT. -- Offers a range of books especially applicable to English teaching, developing human potential, values clarification, and humanistic education. The books tend to be written by a small cadre of interns. They offer practical strategies and are usually priced under $10.

ERIC Clearinghouse on Reading and Communication Skills, 1111 Kenyon Rd., Urbana, IL 61801. ADULT. -- This clearinghouse, a part of the Educational Resources Information Center system, provides a variety of printed resources in humanistic education. For example, they publish Interpersonal Communication: Teaching Strategies and Resources for $2.50. You may wish to be on their mailing list.

ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 616, Washington, DC 20036. ADULT. -- Useful aids and information can be obtained through the Special Current Issues Publications and the Bibliographies of this clearinghouse. The bibliography (No. 11) on Simulations and Games, for instance, has a section on human relations. A big asset of ERIC, as a system, is the opportunity for extremely helpful computer searches on topics pertinent to human relations and humanistic education.

ESAA-TV, Equal Education Opportunity Programs, U.S. Office of Education, Washington, DC 20202. K-12. -- Their videotape series is produced under the "television setaside" section of the Emergency School Aid Act, Title VII. The legislation was designed to overcome the educational disadvantages of minority group isolation. All programs feature integrated casts; they entertain; they grab and hold the attention of youngsters. Titles include: "As We See It," "Black Teens," "La Bonne Aventure," "Villa Allgre," and "Vegetable Soup."

Goodyear Publishing Co., Inc., 1640 Fifth St., Santa Monica, CA 90401. ADULT. -- One of the commercial publishers producing consistently high quality books which tie in to humanistic education. Their offerings are for K-12 and college and are decidedly usable as well as reasonably priced.

Green Circle Program. Executive Director, Green Circle Program, Inc., 801 Market St., Philadelphia, PA 19105. ADULT. -- An educational nonprofit group committed to helping elementary age children develop respect for themselves and appreciate and accept the differences and similarities they find in other people. Materials and scripts dealing with cultural pluralism are available.

Group Studies, Inc., 2120 L St., NW, Suite 310, Washington, DC 20037. ADULT. -- A nonprofit organization engaged in research, education, and training for community service in the field of group work. It offers training and consultation in group therapy, group work, and group counseling. Courses and workshops are on such topics as: "Death and Dying," "Assertiveness Training," and "Utilizing Group Principles in the Classroom."

Guidance Associates, Inc., Communications Park, Box 300, White Plains, NY 10602. K-12 AND ADULT. -- GA offers audiovisual materials, especially sound filmstrip programs, including human relations and humanistic education items such as: "The Search for Self in Literature," "Decision-Making Skills," "The Harlem Renaissance and Beyond," and "We Are Indians: Native American Literature."

Human Development Training Institute, 7574 University Ave., La Mesa, CA 92041. K-12 AND ADULT. -- Developers of the Magic Circle concept and related program materials, the Institute aims to build self-confidence, self-awareness, and an understanding of interpersonal relationships for students in school and out. Many of the materials are relatively inexpensive and are doubly useful as diagnostic measures. Particularly helpful are the materials on conflict management, and the inservice workshops offering a strong emphasis on experiential learning for teachers, counselors, and administrators.

Human Resource Development Press, Box 863, Dept. M-10, Amherst, MA 01002. ADULT. -- An organization that offers a variety of paperbacks and videotapes appropriate for professional helpers in fields such as teaching, counseling, and correctional work. Robert

Carkhuff has done a number of items for HRD. A brochure listing their products is available.

The Information Center on Children's Cultures. U.S. Committee for UNICEF, 331 E. 38th St., New York, NY 10016. ADULT. -- Supplies a list of groups who match pen pals and teacher exchanges. Tips on writing letters to pen pals and bibliography sheets and resource information on children in foreign cultures are available.

International Society For General Semantics, P.O. Box 2469, San Francisco, CA 94216. JR.-SR. HIGH SCHOOL. -- Books, tests, films, and cassettes to improve communication are available. A special concentration is in nonverbal communication materials. You may want to be on their mailing list.

The LDI Institute. P.O. Box 323, Needham, MA 02192. ADULT. -- Uses skills and strategies from human behavior psychology in seminars geared to teaching people to manage conflict. Values clarification, nonverbal communication, and simulation are part of the training opportunities offered for professionals in a variety of occupations. Educators could adapt the learnings for teaching human relations in school settings.

Media Five. In-Service Films and Filmstrips, 3211 Cahuenga Blvd. West, Hollywood, CA 90068. ADULT. -- Inservice films and filmstrips dealing with the integrated classroom. Titles include: "Sexism, Stereotyping, and Hidden Values," and "Multi-Cultural Education: A Teaching Style."

Miller-Brody Productions, Inc. 342 Madison Ave., New York, NY 10017. K-6. -- Produces a variety of materials for all aspects of humanistic education. Filmstrips, worksheets, records, and cassettes dramatize literature, teach pupils about their feelings and their health, and help in mathematics. Materials apply to special education students and are available in English and Spanish.

National Council of Teachers of English, 111 Kenyon Rd., Urbana, IL 61801. K-12 AND ADULT. -- Inexpensive humanistic resources galore for use in English and other curriculum areas. NCTE offers especially helpful reading lists and materials on sexism, nonverbal communications, group work, and multicultural education. Among their materials are annotated bibliographies of books for varying ages, interests, and reading abilities. They also publish an annual catalog containing many humanistic education items.

National Education Association, 1201 16th St., NW, Washington, DC 20036. K-12 AND ADULT. -- Their catalog previews their many books, films, overhead transparencies, cassettes, filmstrips, and multimedia programs relating directly or indirectly to humanizing education. NEA is especially helpful in the areas of values and multicultural education materials. Prices are reasonable.

National Humanistic Education Center, 110 Spring St., Saratoga Springs, NY 12866. ADULT. -- Publisher of a variety of printed materials for humanistic education, they also offer workshops around the country. They are especially strong in values clarification. You may request their brochure and "Materials Available" list of 600 resources for humanistic education; prices are reasonable.

National Resource and Dissemination Center, University of South Florida, FAO 268, Tampa, FL 33620. ADULT. -- Distributor of recorded "protocol" materials in the form of films, filmstrips, and cassettes. Their thesis is that a teacher who interprets classroom behaviors accurately is more likely to select effective teaching strategies. Some of their materials are on group processes, role concepts, concept attainment, black dialect, and responding to literature. A catalog is available.

New Games Foundation, P.O. Box 7901, San Francisco, CA 94120. ADULT. -- In New Games, the goal is for everyone to have fun playing together. The people playing are the most important part of any game. Games are changed to meet the players' needs. As a result, the New Games concept can be used in any area of human relations to create a bond of trust, communication, and community. Training workshops will cost around $50.

NTL Institute for Applied Behavioral Science, 1501 Wilson Blvd., Arlington, VA 22209. ADULT. -- For over 30 years, NTL (National Training Laboratories) has tried to help individuals work and live together more productively, and to help organizations move in the direction of their changing objectives. NTL offers experience-based learning programs involving laboratory education in a variety of settings and time arrangements. Workshop emphases include: skills for productive conflict, human behavior, and negotiation skills. You may request their brochures and calendars.

Northwest Regional Educational Laboratory. Communications and Dissemination Dept., 710 S.W. Second Ave., 500 Lindsay Bldg., Portland, OR 97204. ADULT. -- Producers of communications and multicultural education materials that are particularly helpful for inservice education.

Phi Delta Kappa, Eighth Street & Union Ave., P.O. Box 789, Bloomington, IN 47402. -- A professional organization that produces its own materials, especially books, many of which deal with topics of direct interest to humanistic educators, such as values and multicultural education. Prices for the books, particularly those in the useful paperbound "fastback" series, are quite reasonable. PDK also publishes a high-quality monthly journal containing a useful book review section.

Quest, Center for Human Growth, 4933 Auburn Ave., Bethesda, MD 20014. ADULT. -- An organization that provides human development workshops, professional programs, consultation, and community services. "A Variety of Humanistic Experiences" is one workshop.

Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, NJ 07632. K-12 AND ADULT. -- A commercial publishing company that has so many good things that you'll need to get on their mailing list to see for yourself. In addition to books, they produce sound filmstrip programs, activity kits, and visuals that directly or indirectly tie in to humanistic education. They have materials for all ability levels and are an especially worthwhile source for materials on multicultural education, building positive self-concept, coping with change, and communication skills.

Science Research Associates, Inc. 155 N. Wacker Dr., Chicago, IL 60606. K-12 AND ADULT. -- Send for their catalogs. The materials such as the Problem Solving Kit and the Bilingual items in the "basics" are useful for facilitating the teaching of human relations and humanistic education in the regular curriculum.

Women's Educational Equity Communications Network. Far West Laboratory, 1855 Folsom St., San Francisco, CA 94103. ADULT. -- WEECN provides information on the education of women and girls, pre-school through adult. It offers, for instance, print reources, films, filmstrips, and programs. It also offers referral to other, more specialized, information services.

MISCELLANEOUS RESOURCES

Bibliography of Ethnic Heritage Studies Programs Materials. Greta Kotler et al. (National Education Association, 1201 16th St. NW, Washington, DC 20036.) ADULT. -- A joint publication of the NEA and the National Center for Urban Ethnic Affairs, this is a 38-page list of 157 program materials developed by projects funded with Federal Ethnic Heritage Studies Program Grants during fiscal 1974-1975 and 1975-1976. Entries are listed by state.

"Getting To Know Myself." (Educational Activities, Inc., Freeport, NY 11520) K-6. -- From the Hap Palmer record library of child-centered, movement-oriented activity records; this one, for example, deals with feelings.

Educational Leadership. (Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314) ADULT. -- This journal offers reviews as well as advertisements of materials especially useful for humanistic education in secondary schools. The "Book Review" section is particularly valuable. Eight issues yearly.

The English Journal. (National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801) ADULT. -- Contains a wealth of ideas and annotated resources to help humanistic educators working especially with junior and senior high school students. Usually a section is devoted to reviewing materials. Once a year an entire issue does a similar, but more comprehensive, job.

Human Relations Bibliography. Betty Chilton. (Fairfax County Public Schools Department of Human Relations, 10700 Page Ave., Fairfax, VA 22030) ADULT. -- A bibliography developed for a countywide course in human relations, this offers suggested books and materials dealing with black Americans and nonsexist education.

The Futurist. (4916 St. Elmo Ave., Washington, DC 20014) ADULT. -- Bimonthly magazine of the World Future Society. The magazine and the society offer many items useful for learning to cope with change. A "Catalog of Resources" is available.

The Humanist Educator. (American Personnel and Guidance Assn., 1607 New Hampshire Ave. NW, Washington, DC 20009) ADULT. -- Explores humanistic prescriptions for educational practice. Four issues yearly.

Interracial Books for Children Bulletin. (Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023) ADULT. -- Published eight times a year, the journal not only reviews ethnic literature written for children but presents articles on issues related to racism.

Measures of Self-Concept K-12 and Attitude Toward School K-12. (Instructional Objectives Exchange, Box 24095, Los Angeles, CA 90024) ADULT. -- Two revised collections of measuring instruments for self-concept and affective goals. These are primarily self-report devices and observational indicators. Scoring instructions are provided.

Multicultural Resources. Margaret Nichols and Peggy O'Neill. Box 2945, Stanford, CA 94305) ADULT. -- A 200-page bibliography of multicultural resources for children in preschool through elementary school. Entries, classified by culture and subject, provide grade level and price. The bibliograhy also includes an extensive listing of resources related to the evaluation of ethnic materials, a directory of publishers, and a directory of distributors of bilingual materials.

"Posters Without Words." Argus Communcations, 7440 Natchez Ave., Niles, IL 60648. K-12. -- Although perhaps best known for their "humanistic" posters, Argus also produces filmstrips, games, books cassettes, and multimedia programs especially useful for values clarification, attitude building, group discussion, interpersonal communication, and developing positive self-concept. A colorful and helpful catalog is issued annually.

The Project on Sex Stereotyping in Education. (Women Educators, P.O. Box 218, Red Bank, NJ 07701) ADULT. -- Available from the Project staff are a number of multimedia instructional units for teachers. Some of the titles are: "Girl, Boy, or Person: Beyond Sex Differences"; "Reading, Writing, and Stereotyping"; and "We the People: Sex Bias in American History."

Self-Concept Measures: An Annotated Bibliography. Allan R. Coller. Head Start Test Collection, Educational Testing Service, Princeton, NJ 98540. ADULT. -- Also available from the ERIC Clearinghouse on Elementary and Early Childhood Education, 140 Education Bldg., University of Illinois, Urbana, IL 61801, this bibliography lists test instruments currently being used to assess self-concept in children from preschool to third grade. Twenty-seven assessment techniques are described in detail, including author or source, purpose, scoring, and psychometric description.

Solution Analysis Series. (Office of Dissemination, Florida Dept. of Education, Tallahassee, FL 32304) ADULT. -- Four booklets designed to help a faculty decision-making group at the local level search for "best" solutions for a problem situation and plan for implementation and evaluation.

Teaching for Cross Cultural Understanding. (Arlington Public Schools Ethnic Heritage Project, 1426 N. Quincy St., Arlington, VA 22207) ADULT. -- A compilation of concept materials, insights and information, process materials, and sample curriculum materials for teaching K-12 students from a variety of cultures; useful section on "Abstracts and Annotations of Selected Resources."

Tests and Measurements in Child Development. 2 vols. (Jossey-Bass Inc., Publishers, 615 Montgomery St., San Francisco, CA 94111) ADULT. -- Includes instruments designed to measure children's feelings about themselves. Some measures are concerned with self-concept generally, while others focus on specific aspects, such as body image and capacity for responsibility. Still others deal with the child's self-concept in various roles, such as that of student.

Voices, Inc. (Multicultural Musical Theatre, 49 Edgecombe Ave., New York, NY 10030) K-12 AND ADULT. -- A Musical Theatre Troup, including former teachers, which performs at assemblies and whose purpose it is to support and strengthen the previously designed course of study. The objective is to suggest and identify "humanistic" strategies and methods that use music, dance, and drama to teach such skills as reading comprehension, grammar, spelling, and vocabulary. In addition, there is follow-up classroom team teaching as well as teacher workshops. An information packet about the Touring Teacher Artist Program is available on request.

"Welcome to Our World." (Instructor, Dept. A, Dansville, NY 14437) K-6. -- A series of eight foldout pictures (21-1/2" x 16-1/2") with stories of children from around the world. The pictures are useful for bulletin board decorations and for initiating projects and discussions in the area of multicultural education.

ERIC

DOCUMENT REPRODUCTION SERVICE
P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212

OPERATED BY: COMPUTER MICROFILM INTERNATIONAL, CORP.

ORDER FORM

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits) See Resources in Education (RIE)
- **SPECIFY EITHER:** Microfiche (MF) or Paper Copy (PC)
- **ENTER UNIT PRICE** (See Below)
- **INCLUDE SHIPPING CHARGES** (See Charts Below)
- **ENCLOSE CHECK OR MONEY ORDER** Payable to EDRS in U.S. Funds. Check must indicate the U.S. transit number of your banks agency.
- **OR ENCLOSE AUTHORIZED ORIGINAL PURCHASE ORDER**
- **COMPLETE AND SIGN BELOW**

SHIP TO: _____

BILL TO: _____

Date _____

Signature _____

Title _____

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES PC	UNIT PRICE	TOTAL
TOTAL NO. OF PAGES				SUBTOTAL	
TAX EXEMPT NO. _____		VA RESIDENTS ADD 4% SALES TAX			
		SHIPPING			
DEPOSIT ACCT. NO. _____		TOTAL			

UNIT PRICE SCHEDULE

MICROFICHE (MF)

NUMBER FICHE EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MF01	$ .83
6 (481-576 pages)	MF02	1.00
7 (577-672 pages)	MF03	1.17
8 (673-768 pages)	MF04	1.34
Each additional microfiche (additional 96 pages)		.17

PAPER COPY (PC)

NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 25	PC01	$1.82
26 to 50	PC02	3.32
51 to 75	PC03	4.82
76 to 100	PC04	6.32
Each additional 25 pages		1.50

CHARTS FOR DETERMINING SHIPPING CHARGES

1st CLASS POSTAGE FOR

1-3 Microfiche ONLY	4-8 Microfiche ONLY	9-14 Microfiche ONLY	15-18 Microfiche ONLY	19-21 Microfiche ONLY	22-27 Microfiche ONLY	28-32 Microfiche ONLY
$.15	$.28	$.41	$.54	$.80	$.93	$1.06

U.P.S. CHARGES FOR

1lb. 33-75 MF or 1-75 PC PAGES Not to Exceed	2 lbs. 76-150 MF or PC PAGES Not to Exceed	3lbs. 151-225 MF or PC PAGES Not to Exceed	4 lbs. 226-300 MF or PC PAGES Not to Exceed	5 lbs. 301-375 MF or PC PAGES Not to Exceed	6 lbs. 376-450 MF or PC PAGES Not to Exceed	7 lbs. 451-525 MF or PC PAGES Not to Exceed	8 to 20 lbs. 526-1500 MF or PC PAGES Not to Exceed
$1.14	$1.45	$1.76	$2.08	$2.39	$2.70	$3.02	$3.33-$7.08

NOTE—Orders for 33 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

Revised June 1979

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC incuding, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMIC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER
a. If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.
b. No course of conduct nor any delay ofCMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $200.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. STANDING ORDER ACCOUNTS
Customers who desire to receive microfiche copies of all ERIC reports announced in each issue of Resources in Education may do so by depositing $2000.00 or submitting an executed purchase order. The cost of each issue and postage will be charged against the account. A monthly statement of the account will be furnished.

13. PAPER COPY (PC)
A paper copy (PC) is xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

14. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the international Postal Rates in effect at the time the order is shipped. To determine postage allow 75 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

OTHER ERIC COLLECTIONS AVAILABLE FROM EDRS

STANDING ORDERS

Subscription orders of microfiche copies of all ERIC reports announced in each issue of **Resources in Education** average $150.00 per month.

BACK COLLECTIONS (Postage extra)

Reports in *Research in Education* for 1966 and 1967	$ 354.08
Reports in *Research in Education* for 1968	1,094.32
Reports in *Research in Education* for 1969	1,271.92
Reports in *Research in Education* for 1970	1,311.04
Reports in *Research in Education* for 1971	1,511.44
Reports in *Research in Education* for 1972	1,564.40
Reports in *Research in Education* for 1973	1,362.48
Reports in *Research in Education* for 1974	1,425.44
Reports in *Resources in Education* for 1975	1,598.32
Reports in *Resources in Education* for 1976	1,671.92
Reports in *Resources in Education* for 1977	1,592.88
Reports in *Resources in Education* for 1978	1,655.12
Reports in *Resources in Education* for 1979 (Estimated)	1,750.00

AIM/ARM MICROFICHE COLLECTIONS (postage extra)	$0.158/fiche
CLEARINGHOUSE MICROFICHE COLLECTIONS (postage extra)	$0.162/fiche
SPECIAL COLLECTIONS (postage extra)	$0.122/fiche

Office of Education Research Reports 1956-65	$ 404.43
Pacesetters in Innovation, Fiscal Year 1966	144.57
Pacesetters in Innovation, Fiscal Year 1967	175.31
Pacesetters in Innovation, Fiscal Year 1968	112.12
Selected Documents on the Disadvantaged	334.28
Selected Documents in Higher Education	153.48
Manpower Research:Inventory for Fiscal Year 1966 and 1967	79.67
Manpower Research: Inventory for Fiscal Year 1968	44.41
Manpower Research: Inventory for Fiscal Year 1969	57.71
Information Analysis Products Bibliography 1975-1977	98.50